Saturday Review

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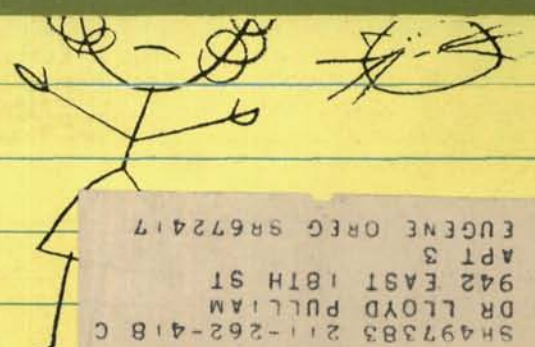
by John Scanlon



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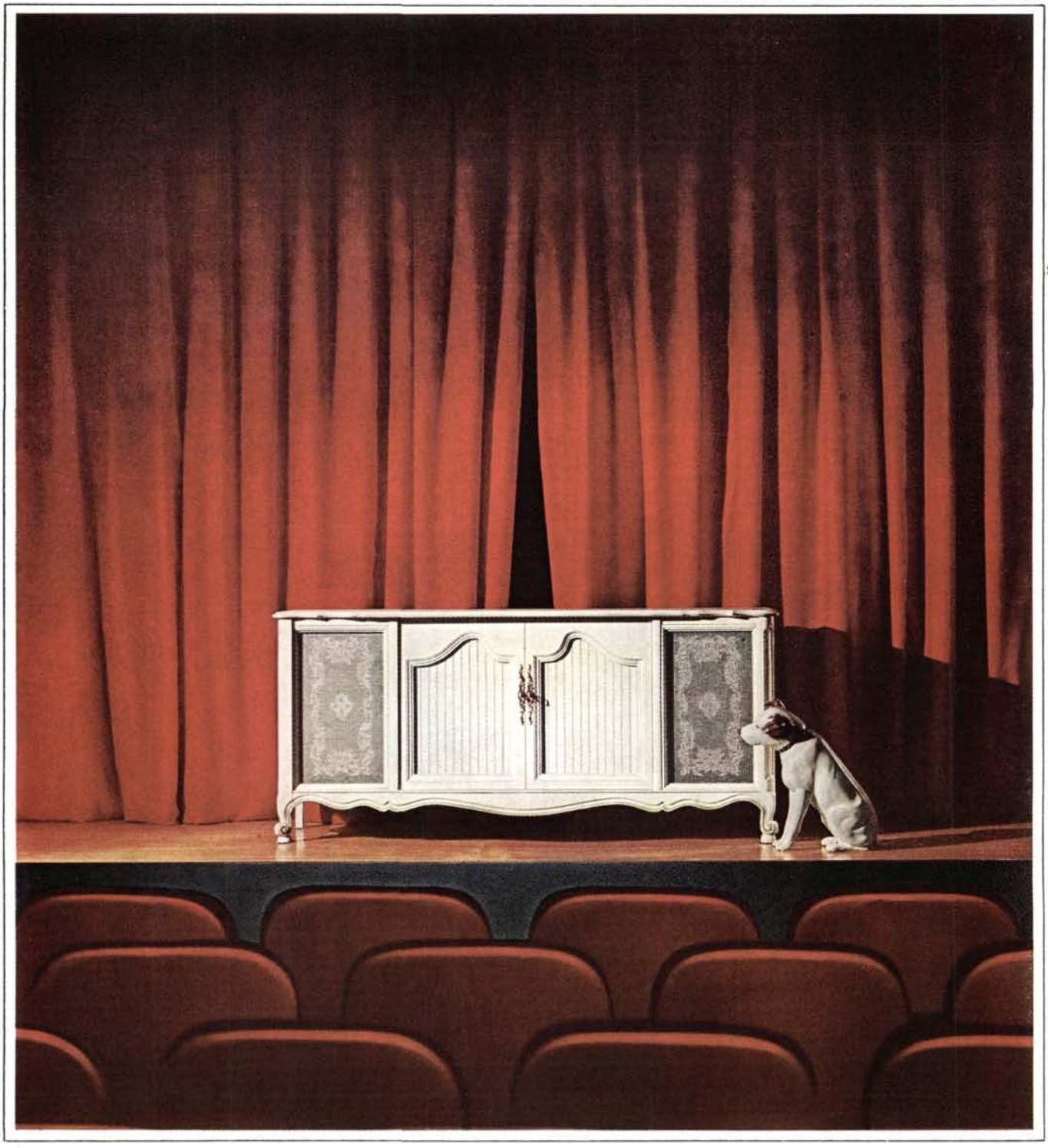

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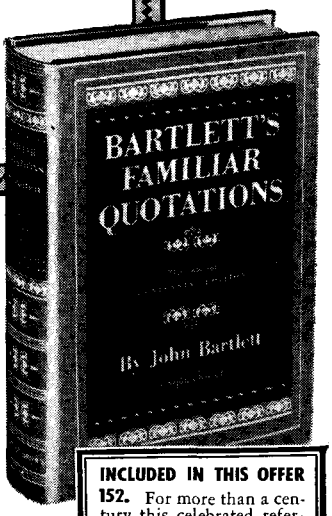

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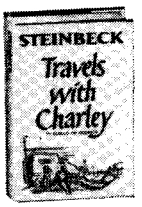

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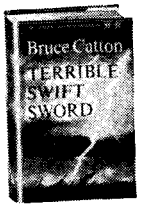

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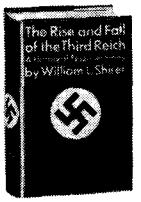

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(Advertisement)

Sometimes, sitting up front here, I find it difficult to remember that there are other columnists in this magazine. I am vaguely aware that John Amory and Cleveland Ciardi write pieces on a regular basis, but the only man of whose work I am *really* aware is Jerome Beatty, Jr., a selfless, tireless, penetrating, sensitive, acute man who writes half of the "Trade Winds" columns. He does them when honest John Filler is not fulling them up.

I know that this is a selfless, tireless, etc. man because he has become my author (as we say in the trade to which his winds refer).

His latest book is called *The Girls We Leave Behind*. It is, the jacket reads, "A Terribly Scientific Study of American Women at Home." Our emphasis is on "terribly" just as deliberately as it is on "scientific," for what Jerry Beatty has done to social science, particularly "pop" social science, and the American wife, is terrifyingly funny.

Beatty's last book—following his unforgettable *I Fell in Love with a Barracks Bag*—was *Show Me the Way to Go Home*. *Show Me* was an informal study of the commuter. Then Pyke Johnson, Jr., editor-in-chief of Doubleday Anchor Books, remarked casually to Beatty one day that his next book should be about the girls all commuters leave behind.

Before you could say Sign Here, Beatty had. I don't know whom to feel sorrier for, those who write about split level, sexy scandal in suburbia, Jerry, or the lovely Mrs. Beatty. Probably Mrs. Beatty; she has to face the other girls.

L. L. Day

EDITOR-AT-LARGE

The Girls We Leave Behind ($3.95) by Jerome Beatty, Jr. is published by Doubleday & Co., Inc., 575 Madison Avenue, New York 22, New York. Copies are available at your local bookseller, including any of the 32 Doubleday Book Shops, one of which is located at 3301 West Central Avenue, Toledo 6, Ohio.

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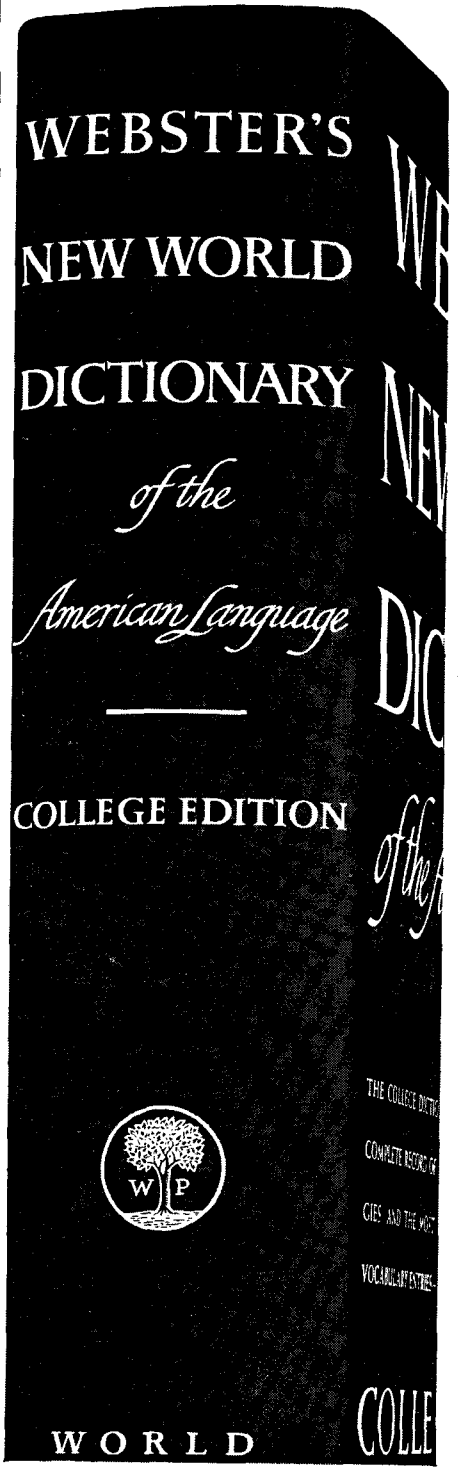

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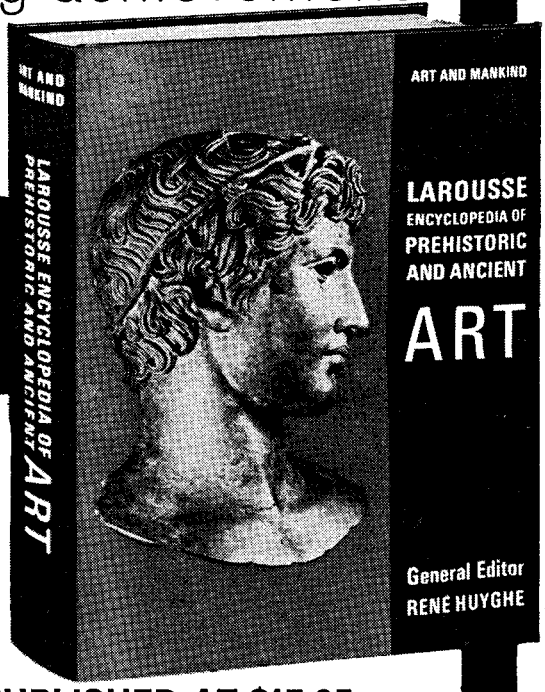
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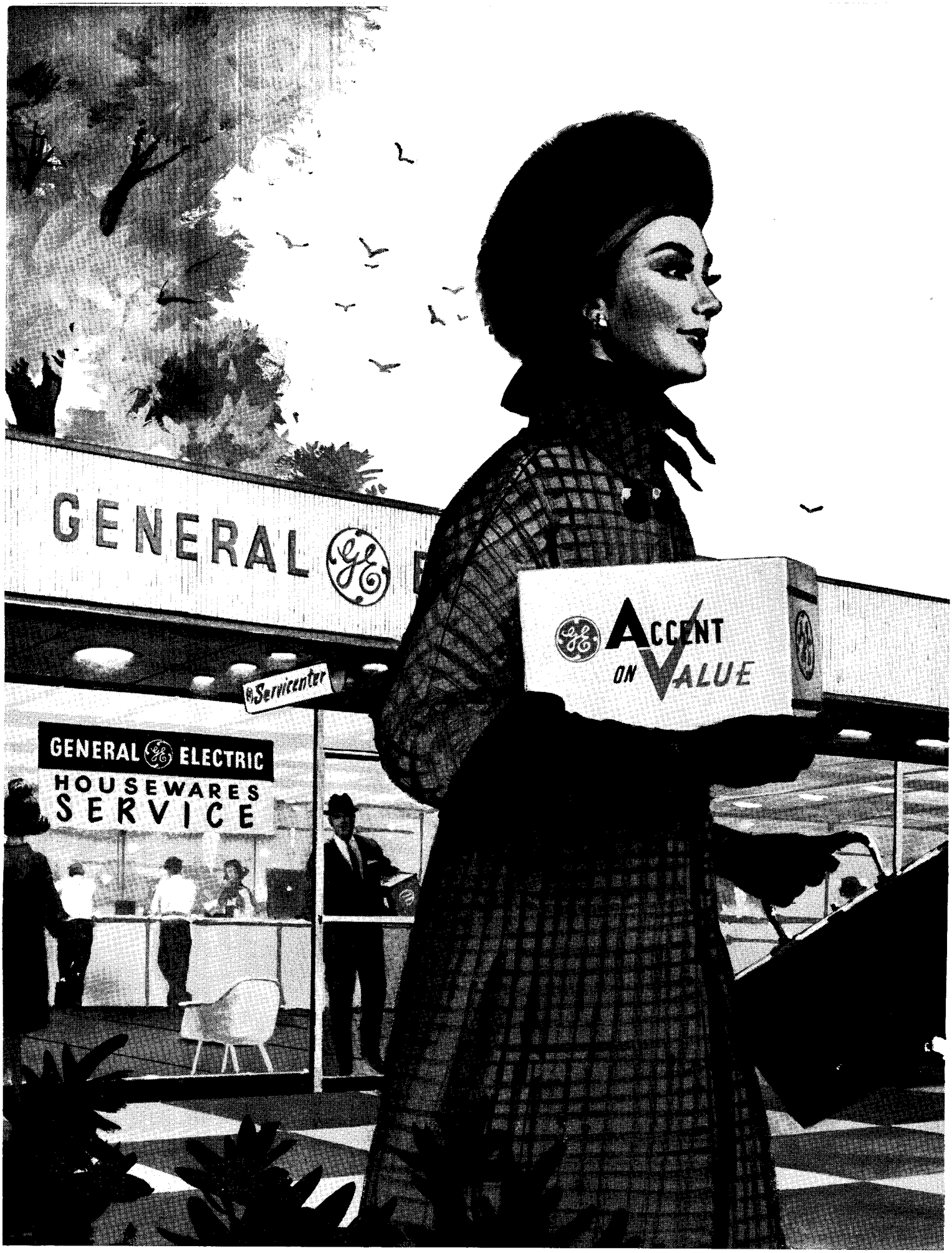

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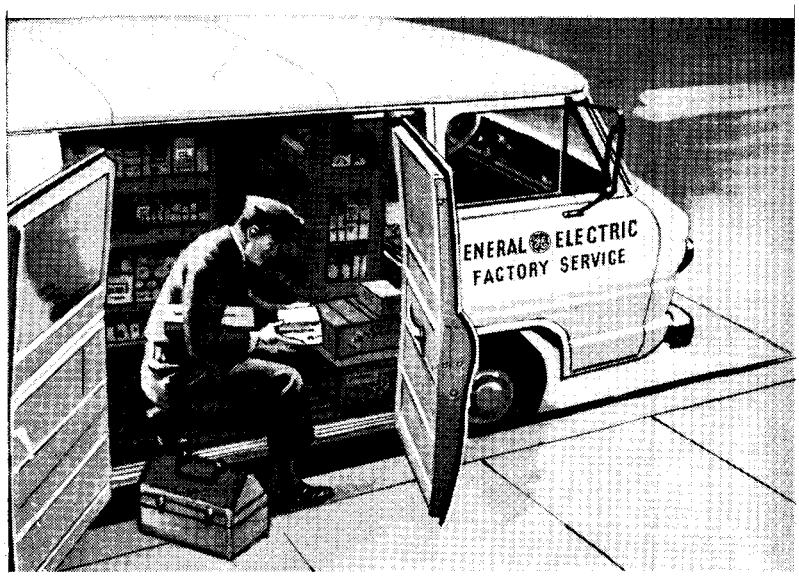
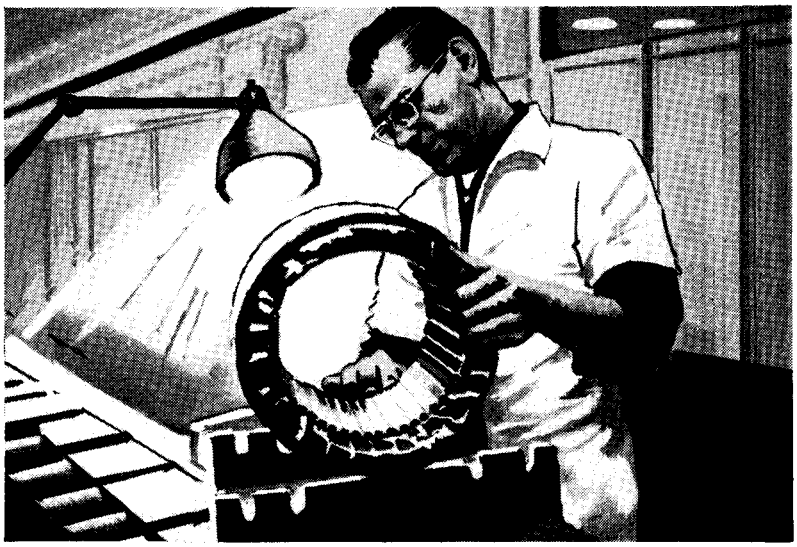
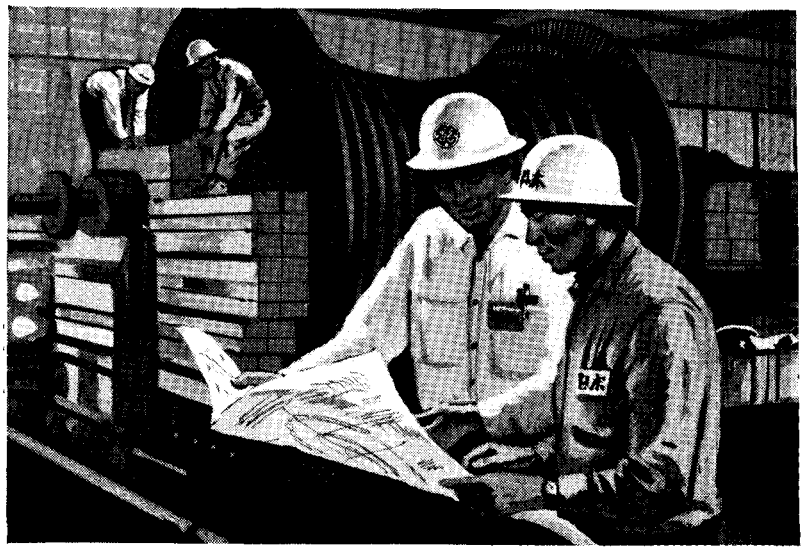


One-stop appliance service on 91% of all house calls. That's because our service trucks, based in more than 60 metropolitan areas, are stocked with the help of an electronic computer that calculates the best "mix" of most-needed replacement parts.



Planned maintenance for industry: more than 50 industrial Service Shops, nationwide, are staffed by some 3,000 engineers and technicians. These shops save industry millions through *selective* maintenance that helps avoid costly shutdowns.



Field-engineering service world-wide, for industrial, utility, defense and aerospace customers. 1,400 versatile installation and service engineers help customers—around the world—to install, start up, operate and maintain complex equipment.

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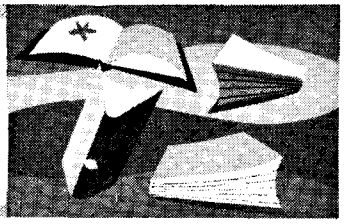
Trade Winds



WE BEGIN THIS COLUMN with a testimony to progress and automation, and with a rare buoyancy resulting from our acquisition of a new electric typewriter. For the record, we reprint our first lyrical effort:

> We have justq; at the moment taken the final plunge into automation and succumberd to the eleco6itric

> typewriter. It is dieslxgined Kto conttribute dim measuaralby to the writer's needs andkwe kare dhappey to say that ourspedd has incdreaed by 1 o garthyj thms, Even though eh we are just beigh ningkto learn howo to masater thez machine. Naktryally therea are some mingor probolems—problemsn whc;ch are the resitult of the surper sensibtivity of ; such a mircactulous macheine.dk However, these are mdnor ;and kare compnsesntated for by the come plete keease idn which the the machine koperagtesx. We cannnto recommnedn ti hightly engouhg.

THERE ARE SOME writers who, at the start at least, are able to forget all about a typewriter. One of them is Harold (*The Carpetbaggers*) Robbins, who, for the first time in the history of the unprinted word, has collected exactly $1,000,000 for a book that is still little more than a mote in Mr. Robbins's creative eye.

We dropped by a testimonial luncheon to this astronomical advance payment, sponsored by Trident Press and Pocket Books, which will publish the new book, and Joseph E. Levine, who has purchased the movie rights for the unwritten novel. The title—*The Adventurers* — unmistakably reflects the mood of both publisher and producer. Mr. Levine, both bushy-tailed and bullish about the project, sees a giant presold market and a lusty story about modern man seeking adventure in "high finance and the international set," whatever that means. Mr. Robbins, hiding behind giant metallic sunglasses in the rather subdued light of the Hemisphere Club, admitted he liked signing contracts and enjoyed big lunches, but he loathes working. Neither publisher nor producer seemed dismayed by this confession. "What if it's a bomb?" we asked Mr. Levine. His answer was, "Hell, we'll sell it anyway!"

But their confidence is not all blue sky. Mr. Robbins has been insured for a cool $1,000,000 by both publisher and producer.

A FRIEND OF OURS, a die-hard rooter for the New York Mets, is not going to let the end of the baseball season frustrate him. He plans to go to the opera in New York this year for the sole purpose of yelling: "Let's go, Met!" And even though the Mets finished in the sub-basement of the National League, there's a beam of sunshine that has settled on its literati group. As a result of our TRADE WINDS report on their reading habits, Cookie Lavagetto and pitchers Jay Hook and Larry Bearnarth have each received a set of *Compton's Pictured Encyclopedia* with the compliments of the publishers. "The Mets haven't had much happiness of late," writes Compton's. "We were glad to be able to bring them this little bit of joy."

DOWN IN BALTIMORE, Mrs. Edwin Wolf has been developing her own baseball game, forming an "all-girl" baseball team out of some of the rugged gentlemen of baseball who happen to have first names which are anything

but rugged. Her team would include: Nellie Fox, Babe Ruth, Sal Maglie, Lena Styles, Gene Woodling, Gussie Triandos, Elly Howard, Birdie Tebbetts, Connie Mack.

"And," continues Mrs. Wolf, "if you really want to stretch it, you can add Ruby Gomez and Vicki Power."

THE NEWSPAPER NAME GAME we reported in the September 21 TRADE WINDS has started a New Wave, threatening to be as severe as the Tom Swifty syndrome. Tom Murphy, in his

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THE GLORY THAT WAS AND IS GREECE

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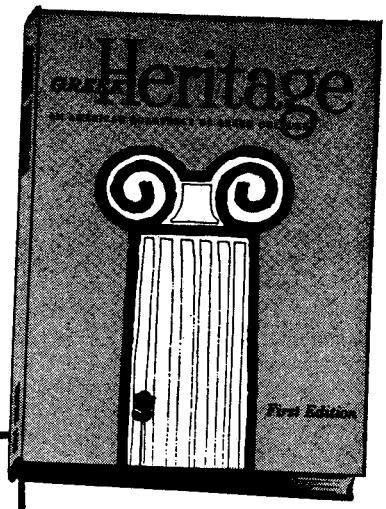

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THE GREEK HERITAGE is everyone's heritage. It is evident all around us—in art, architecture, philosophy, fashions, government, science, and even in the names we give to our rockets.

Sir Henry James Maine remarked, "Except the blind forces of Nature, nothing moves in this world which is not Greek in its origin."

Lawrence Durrell writes: "Other countries offer you discoveries in manners or lore or landscapes; Greece offers you something harder—the discovery of yourself."

GREEK HERITAGE is being published to bring you the great ideas of the writers, artists and leaders of the Hellenic World that can be vital to your own life. In its pages you will examine the influence of Greek culture throughout 6,000 years of civilization. GREEK HERITAGE will also bring you translations of the best modern Greek literature, and many new translations of the famous and not-so-famous classics.

Today no one's education is complete without a knowledge of Greek culture and its contributions to our time. You owe it to your family to have GREEK HERITAGE in your home.

KIMON FRIAR is EDITOR

The editor of GREEK HERITAGE is Kimon Friar—poet, critic, teacher, translator in verse of the Book-of-the-Month Club selection, "The Odyssey: A Modern Sequel" by Nikos Kazantzakis. He was a Fulbright Research Scholar in Modern Greek Literature at the University of Athens, and former director of New York's famed Poetry Center. GREEK HERITAGE will also present recent and contemporary writers, such as:

Andre Malraux	Nikos Kazantzakis
Mary Renault	Will Durant
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George Weller	Lawrence Durrell
Andre Michalopoulos	George Seferis
Sir Maurice Bowra	Alexander Eliot
Michael Choukas	Christopher Rand
Beatrice de Holguin	Paul Roche
Edith Hamilton	Oscar Broneer
Elizabeth Bowen	Alexander Matsas
George Santayana	Lewis Perry, Jr.
Kostis Palamas	Henry Rago . . .
Harry Mark Petrakis	*and many others.*

The Contents of GREEK HERITAGE

EACH ISSUE, BOUND LIKE A FINE BOOK, COMBINES BEAUTY AND SCHOLARSHIP WITH ARTICLES OF LASTING INTEREST TO BE TREASURED PERMANENTLY. THERE WILL BE NO ADVERTISING.

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Already acknowledged as *the work* on Keats and his literary genius

The poems, the events that inspired them, the people and places that were meaningful in the life of a great genius . . . all take on immediacy in this intuitive biography of Keats which skillfully interweaves the narrative of his life with his hauntingly beautiful verse.

"Mr. Bate has a great story to tell, a story far greater than any predecessor has discovered . . . not only the best biography of Keats but the best criticism of his writings. The moment was ripe for a culminating book on Keats and the moment has found the man."—GEOFFREY TILLOTSON

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By J. HILLIS MILLER. The author analyzes the work of De Quincey, Arnold, Browning, Emily Bronte and Hopkins who found inspiration by experiencing the absence of God, and who tried in their work to bridge the gap between man and the Divine Power. *A Belknap Press Book.* **$7.50**

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By MAX PUTZEL. The first serious evaluation of a man whose influence on American literary greatness was immense. As editor of a St. Louis weekly for almost 30 years, William Reedy introduced American readers to such talents as Emily Dickinson, Edward Arlington Robinson, Amy Lowell, Sara Teasdale, Carl Sandburg, Vachel Lindsay, Thomas Hardy, John Galsworthy, Theodore Dreiser and James Joyce. **$7.50**

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column in the Hartford *Courant*, adds to the list of reporters in the act of introducing themselves and their papers: Angel, of the *Herald*; Twinkle, of the *Star*; Preamble, of the *Constitution;* Whom, of the *Inquirer*; Call, of the *Clarion;* Friday, of the *Saturday Review;* Bertha, of the *Nation.*

Emmett Peter, Jr., in his column "Subjectively Speaking," adds several more, among them: Bright, from the *Beacon;* and March, of *Time.*

Meanwhile, E. P. H. James writes from Libertyville, Illinois, to add Petty, from the *Picayune,* Shakespeare from the *Globe,* and Smart, from the *Intelligencer.*

ALTHOUGH WE'VE MADE many efforts to prevent habit-forming games such as these from getting a toehold, we've been notably unsuccessful. Now we are presented with a new agonizer from reader James C. Alemany, who has developed a game he calls, for better or worse, *Chaucer.* Examples:

Mark Twain wrote a book about what his hero would do after his best friend died. (*Huck'll Bury Finn*)

Sir Walter Scott wrote about what the Russian farmer does. (*Ivan Hoe*)

J. D. Salinger wrote one about what the husband would do if he came home and found his wife in a tub full of whiskey. (*Catch Her in the Rye*)

The all-time best-seller tells us what the cow said as her favorite gentleman friend was leaving the pasture. (*Bye, Bull*)

Bizet wrote an opera about garage mechanics. (*Car Men*)

Just to make matters incurably worse, Mr. Alemany concludes with the title of a magazine for an oversexed milk farm: *Satyr Dairy View.*

IF YOU THINK matters can't possibly get worse, you're in for a severe shock. Allan Kalmus of New York writes to tell us about the new bride who said to her husband: "Let's get a new sports car. I'd just love to hear the patters of tiny Fiat."
—JOHN G. FULLER.

SOLUTION TO LAST WEEK'S
KINGSLEY DOUBLE-CROSTIC (No. 1540)

ISAK DINESEN:

EHRENGARD

Alpen-Glühen to the looker-on is a miracle. After the sun has set, and as the whole majestic mountain landscape is withdrawing into itself, suddenly the whole row of summits, all on their own, radiate a divine fire, a celestial, deep rose flame. Black night follows.

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THE NEEDS OF AMERICA grow and grow . . . stimulated both by increasing population and by the insistent demand for progress. It is industry's task to anticipate and meet these needs.

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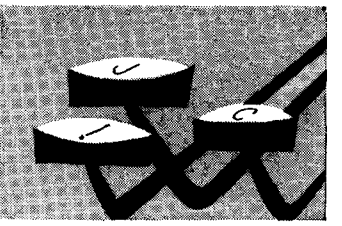
Manner of Speaking



SUMMER FESTIVALS—III: No one need believe me about the Bread Loaf Writers' Conference: I am not only a psychic partisan of the conference but professionally its director, though in this case the professionalism runs to a net income in the neighborhood of 7½ cents per hour on a year-round basis. Like the store manager who lost a little on each item but made it up on volume, I calculate that I am losing money on the operation but that it is at least steady work year in and year out. Whatever the assumptions of the bookkeeping, there is not enough in it to tempt any man to greed, and I submit, therefore, if only on the evidence of the balance sheet, that it goes as a labor of love.

I could begin by loving the scenery, and Bread Loaf is located in an upland bowl of the Green Mountains that might do well enough for one of the pastures of Heaven. But then I would have at least equal reasons for going to any one of a thousand places from San Francisco Bay to the rocky Maine coast.

Certainly I could not fail to begin by loving the memories I have built into Bread Loaf, for I first went there in 1940 when I was appointed to a Fellowship in Poetry, and it was there that I first met Robert Frost, Bernard DeVoto, Edith Mirriellies, Theodore Morrison, Fletcher Pratt, and Hervey Allen, among the staff, and Carson McCullers and Eudora Welty among the Fellows. Louis Untermeyer and William Sloane were also there as staff lecturers, with both of whom I had been slightly acquainted earlier. I had met Louis Untermeyer when he was lecturing at the University of Michigan, and William Sloane because he had just published, as trade manager of, then, Henry Holt, my first slim book of poems. Several of these I have mentioned became close friends in the years that followed and far too many of them, alas, have died since. But Bread Loaf, year after year, continues to be a place of sentiment because of them and of others I met there in later years.

Sentiment aside, I go to Bread Loaf for the talk. The fact is I know of no place on this earth that can offer two weeks' worth of such talk. Nor is the reason far to find. This year's staff consisted of Nelson Algren, Brock Brower, Mark Harris, John Hawkes, John Frederick Nims, Robert Pack, William Raney, Walter Ross, William Sloane, Hollis Summers, and Eunice Blake—with special lectures by Dudley Fitts, Theodore Morrison, and William Hazlett Upson, and with a spectacular evening of dramatic monologues by Cornelia Otis Skinner (assisted by a raccoon that prowled backstage and that we barely managed to keep off the stage). If anyone present knows how to put together a house party with any such guest list, please invite me, with or without raccoon. In any case, I have no intention of missing this one.

The talk at Bread Loaf is not only the lounge-around and late-evening chatter of the house party. Into the two weeks the schedule crams something like sixty lectures, no two of which take place at the same hour. It is, therefore, possible for anyone with the constitution of a bull water buffalo and the devotion of a martyr to take them all in. To do so, however, calls for something like seven to eight hours a day of plain hard sitting on plain hard chairs, and I recommend it to no one, though every year I spot at least a half-dozen schoolteachers who not only take them all in but take them all down in an endless succession of notebooks, out of which, I suspect, they will be teaching for all of the next school year.

The point of the feast is not, however, to set up a spiritual marathon, but to keep it abundant. The talk is there when you want it, and the mountains and the meadows are there for a stroll in between talks.

The most special quality of that talk is obviously the quality of the talkers. The aim is to bring together good writers and to give them a chance to talk as honestly as they can about the craft and the human commitment of being a writer. The staff does not always agree. At times, in fact, public feuds break out between the writers; this year John Hawkes and Nelson Algren had the happiest of times in sniping at each other's theories. The point is that the varieties of excellence are infinite, and that it is only badness that comes out over and over again to the same dreary sameness. Let excellent writers stand up and talk honestly, and the talk is bound to be an act of mind.

And since the talkers are all writers

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Fill an old-fashioned glass with ice cubes. Add ¾ oz. Imported Cherry Heering and the juice of ¼ lime. Then fill with tonic water.

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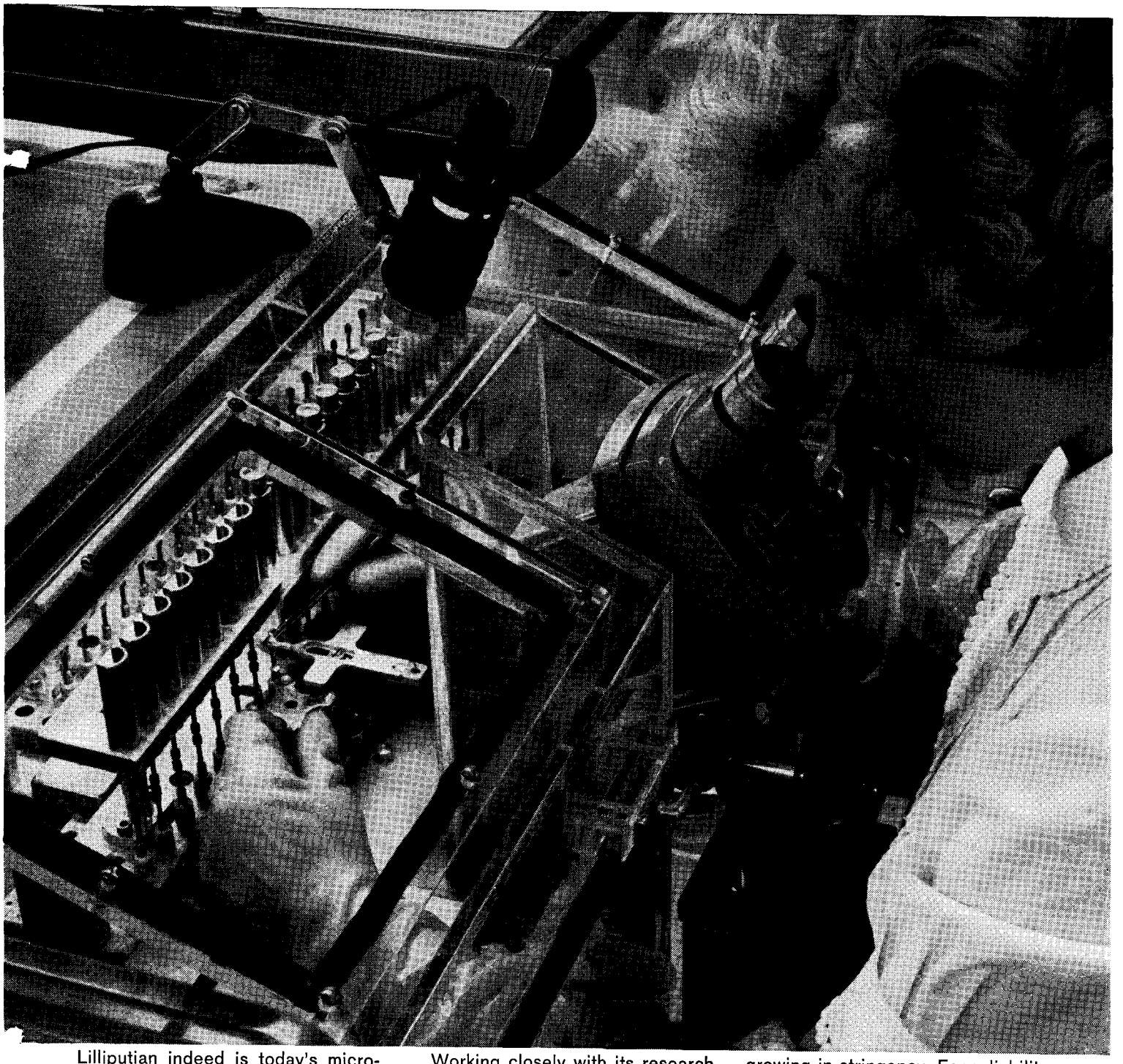
Gulliver never saw it so small



Lilliputian indeed is today's microworld of electronics. It gets smaller every day. And nowhere is the problem more acute than in the world of communications.

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WANTED

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Just four miles over the mountain, is the border of Red China. On this side of the mountain is Freedom. Here there is Christian Herald to answer the sobs of these children. They are given food, clothing and schooling. More than these, they are given a real home to take away the sting of loneliness.

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Just ten dollars—so that we can tell one more child somebody wants him. The need is urgent—there are many more homeless, hungry parentless waifs. We must not fail them! Will you help now?

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ADDRESS.....

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Please enroll me as a "sponsor" for a homeless child and send my child's picture and case history as soon as possible.

☐ I enclose $10 as my first month's gift. I will endeavor to give $10 each month but I understand I may cancel the arrangement at any time.

☐ I enclose $120 for a full year's care.

☐ I cannot provide complete support for a child, but I wish to have a share. Please accept my gift in the amount of $.....

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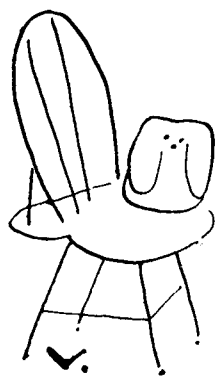
(with the exception of one or two editors) the second special quality of the talk is that it is from *inside* the writing. Bread Loaf has nothing to do with academic footnotery. Year after year I find myself wondering why so many schoolteachers, not themselves writers, come to the conference, and year after year I come to the same decision: that it is for most of them the first time they have heard writing talked about from inside the writing process.

The third special quality of the Bread Loaf talk is that it is not only abundant but interminable. Bread Loaf, on its mountain, rapidly builds up the atmosphere of a cruise ship. There is no dilution of interest; everyone is along for the same ride. Sit down to eat and the table talk is about writing and especially about what the last three or four speakers had to say that day. Stop in at the lounge for a mid-afternoon cup of coffee and the talk is still about writing. Find a chair by one of the fireplaces late at night, and it is still the same.

I think it is above all this cruise atmosphere that makes the talk such an exciting buzz. To be sure, some of the conference members have submitted a manuscript for reading and individual criticism. Such criticism is, after all, the main business of the conference—all the more important in that I know of no way, except at a conference, of getting excellent writers to read a beginner's manuscript and to criticize it in detail. And certainly the excited anticipation of the contributors awaiting their verdict is one element in the electric buzz of the Bread Loaf talk.

But for me, it is, above all, the late-evening gaggle around the fireplaces with some of the best company I have ever seen assembled on this earth. Festivals are, after all, where you find them, and Bread Loaf is *my* summer festival. May it be for many summers to come, for this side of mortality, I mean not to miss it. —JOHN CIARDI.



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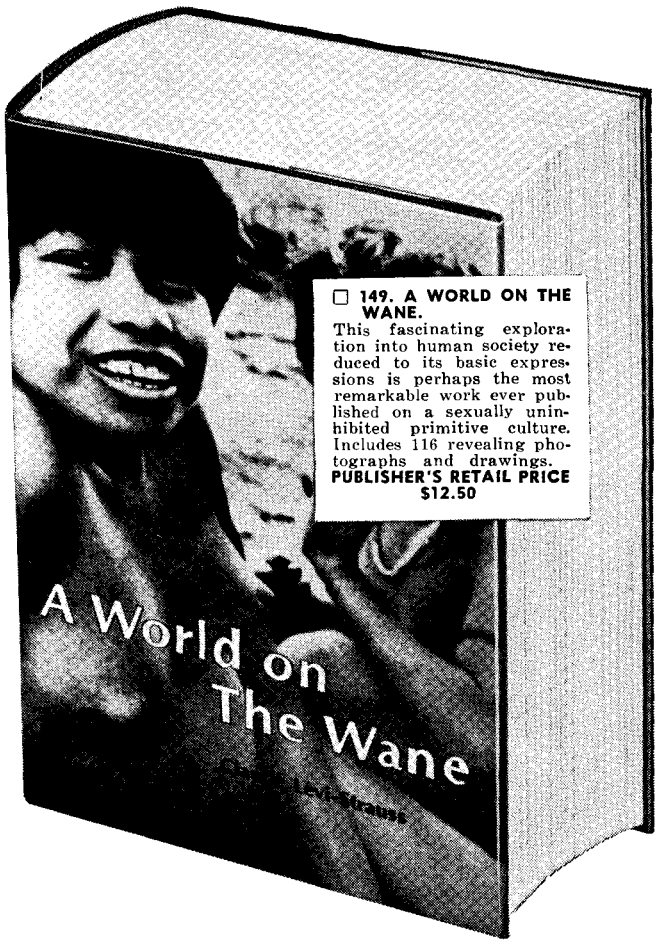

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THE GENIUS OF JOHN RUSKIN. Edited by John D. Rosenberg. Braziller. $7.50.

RUSSIANS THEN AND NOW: A Selection of Russian Writing from the Seventeenth Century to Our Own Day. Edited by Avrahm Yarmolinsky. Macmillan. $8.50.

Art

MODERN SCULPTURE: Origins and Evolution. By Jean Selz. Braziller. $15 to Dec. 25; $17.50 thereafter.

TULLY FILMUS. Text by Alfred Werner. World. $12.50.

Current Affairs

CAN AMERICAN DEMOCRACY SURVIVE COLD WAR? By Harry Howe Ransom. Doubleday. $4.50.

CHALLENGE TO AFFLUENCE. By Gunnar Myrdal. Pantheon. $3.95.

PEKING AND MOSCOW. By Klaus Mehnert. Putnam. $6.95.

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PROGRAM OF THE COMMUNIST PARTY OF THE SOVIET UNION. By N. S. Khrushchev. International Publishers. $3.95.

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(*Continued on page* 42)

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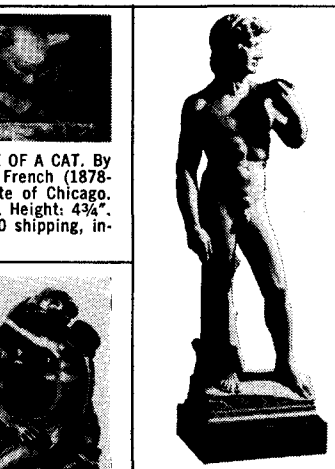

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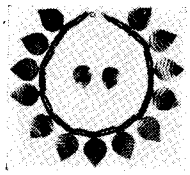

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Saturday Review
October 19, 1963

By Joseph P. Lyford

PROPOSAL FOR A REVOLUTION—PART 1

Negroes, Education, and the Two-Edged Sword

IN THE course of his struggle, the Negro has presented Americans with a basic education about themselves. He has demonstrated that the majority of white Americans, in the South and out of it, are in varying degrees violently or silently opposed to the universal application of the Bill of Rights. By interposing his own body he has shown, beyond any reasonable doubt, the inability of the government of the people to guarantee the freedom of all the people or even protect the safety of their persons if they happen to be of an unusual color. The Negro has made it fairly clear that the Protestant churches in America have countenanced the subversion of fundamental Christian principles about as often as they have advanced the idea of human brotherhood.

But the Negro has done a great deal more than expose the contradictions between the actual and professed beliefs of the American citizen. His battle for freedom has established the fact that the Negro cannot win equality of opportunity until American society as a whole develops some way of dealing with the rise of mass unemployment and the growing ineffectiveness of our political and educational system. What we call the "Negro revolution" is a preview of a much bigger crisis to come; it is forcing us to take a closer look at certain extremely unpleasant developments that are going to transform or destroy the traditional institutions and habits of all of us, black and white. If we fully understand the significance of the Negro's present experience, we will realize how great a stake we have in his success. Given the recent past, however, it seems more likely that we will react by building "monstrosities," as Arnold Toynbee calls them. A "monstrosity" is an ugly construction set up by a society to deal with the effects of a problem it is unwilling to solve, current examples being our public welfare program and the proliferation of mental hospitals.

Paradoxically, some Negro leaders do not seem to be fully aware of what they are up against—at least they have not broadened their attack on the problems of the Negro. They continue to concentrate almost entirely on desegregation, the right to vote, fair employment practices, and the breaking down of all types of racial discrimination. The means of reaching these objectives still seem to be mainly a matter of picketing, protest, pressure, and litigation. Perhaps this is all the civil rights groups are able to do. If so, the Negro badly needs a new type of organization that will work on his more general problems. Negro leaders and their white allies may win battle after battle for Constitutional rights only to find that these rights have little practical meaning for the majority of American Negroes under present conditions. The entry of a pair of Negro children into an all-white Birmingham school is an important victory for a fundamental principle, but it carries no immediate hope for Negro children, who will continue to starve to death educationally in the still-segregated schools of the South and hundreds of thousands more who are overcrowding classrooms in the slum-area schools of the North.

"Revolutions never go backward," said the abolitionist Wendell Phillips in 1861. The ensuing century, and particularly the last few years, have so completely confirmed his prophecy that almost every day brings dramatic changes in the struggle for Negro equality. In this issue, therefore, *SR* surveys the present state of that struggle from several points of view, in an effort to describe exactly what point the Negro has reached in his journey toward the full life of the American citizen. Beginning on this page, Joseph P. Lyford, an executive of the Center for the Study of Democratic Institutions, suggests a program for the next step in the revolution. On page 22 Elinor Richey, a writer specializing in problems of integration, describes an effort to thwart integration in housing. Two editorials, on pages 28 and 49, discuss issues arising out of the changing status of the Negro. Finally, on page 56, a child psychiatrist discusses the impact on children of the swift changes in the nation's racial patterns. Taken together, the various parts of this survey suggest that, despite the obstacles remaining, Americans have good reason to regard the hope expressed in the Negro chant, "We Shall Overcome," not as a vague prediction but as a simple statement of fact. The only question now is how fast the revolution will go forward.

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Forcing open a Jim Crow construction union in New York City to a handful of Negro apprentices is a step forward for decency, yet it has almost no bearing on the employment prospects of hundreds of thousands of teen-agers and millions of adults—white and Negro—who are sinking to the bottom of a society that may very well have 14,000,000 unemployed by 1970. A clean sweep of housing discrimination will not wipe out a single slum or ghetto. The Negro who cries "now" is having to face these facts.

The white man has to face these facts, too. If he thinks very much about joblessness and the state of our educational system, it must occur to him that the Negro is struggling against forces that are undermining white society as well. The Negro has begun to react before anyone else because, being economically in the most exposed position, he is far more sensitive to the shock signals that are traveling through the country. But there should be no assumption on anybody's part that his fate can be divided from the rest of America's. If the Negro does not prevail over the forces that are driving him downward, the white American will go down with him. The issue is the survival of an entire people whose basic educational, political, and economic arrangements are on the verge of breaking down.

IT IS now just about official that mass unemployment can be added to death and taxes as an inevitable part of the American way of life. Like most inevitable things, they are also totally mysterious. Ed Lahey, an irreverent Washington reporter who has spent most of his time poking into economic riddles, says that there are only three people—he declines to name them—who can understand our tax laws. There is almost as much confusion about unemployment and what it is about to do to us. Our ignorance is becoming more and more apparent at the very moment automation is wiping out 200,000 jobs annually in factories alone and we are trying to figure out what to do about the demands of the Negro for fair and adequate employment.

The most ominous fact about our attitude on unemployment is not that we have failed to discover a solution. It is tha twe have been unable to come to any sort of agreement in Congress, industry, or labor about what we are dealing with. We have not made the essential connection between unemployment and the breakdown of our system of public education. We have not accepted the fact that the Negro cannot become a part of American society until we find some answer to unemployment. We have not even decided whether 5,000,000 unemployed and 35,000,000 more underemployed are the result of gross economic mismanagement or whether mass idleness is an integral part of a new economic system based on a technological revolution.

Our reaction to the spread of unemployment bears some resemblance to the psychological paralysis that attacks us when we consider the threat of war. In both situations we face problems that have been with us so long they seem permanent, and permanent problems easily become incurable diseases. So, as Jerome Frank has said, we pretend that the diseases don't exist and transfer our attention to such matters as moon shots and the decline of British morality.

WHILE we have postponed a persistent and scientific examination of unemployment, our ignorance has increased as the crisis has worsened. An investigation into the various devices we use to measure unemployment reveals that we have only a cloudy notion of how many people are out of work. Generally accepted estimates tend to understate the problem, partly because unemployment figures are a political issue filtered through governmental agencies and partly because we have no psychological tests to use on people to find out whether they can work, want to work, and have looked for work. Our detection devices are also unreliable: there are thousands of drifting, anonymous people who have become so isolated from American society that they are invisible even to the census-taker. We have only the sketchiest impressions about the attitudes of the unemployed—Negro and white, young and old—toward their situation and a society that finds no practical use for their services. Yet these attitudes may very well cause a major political upheaval if they continue to ferment.

We are also in the dark about the capacities and potentialities of our unemployed and the many millions of others who inhabit the impoverished "other America" described by Michael Harrington. For example, last year the President's Council of Economic Advisers reported that racial bias has prevented us from utilizing the existing or potential skills of the Negro and that the annual loss to the country is between $13 and $17 billion per year. But discrimination is only one cause of our failure to use manpower efficiently. A random sample of the relatively few job-training programs now in effect indicates that we do not know how to find out what people can do, regardless of what color they are, or how to train them or what to train them for.

Without necessarily saying so, we generally assume that when a man is out of work it is because he is lazy or because there is nothing useful he can do. We feel that because the Negro has always been at the bottom of the educational ladder (69 per cent of the Negroes in New York City have not finished high school), it is natural for him to end up on welfare and spend the rest of his life looking for odd jobs. At the same time we ignore the fact that 61.6 per cent of whites in the same city also do not have a high school diploma but are twice as successful in earning a living. Our thinking about the unemployed is largely speculation; and in all of our speculation there is the more or less subconscious conclusion that the middle-aged Negro, the Kentucky miner in the Cumberlands, the aging migrant worker are, economically speaking, multiple amputees who will have to be written off or absorbed into some sort of relief program. We then turn our attention to the children and hold sporadic discussions about saving them from their parents' fate, thereby entering a new realm of misconceptions about a new generation. Our approach to all the above-mentioned matters is fitful, disorganized, and superficial.

Certainly there is little evidence that our political and governmental officials, our labor unions, management, or individual economists have done much more than throw up their hands, blame automation for reducing us to a state of inactivity, and say, "That's life. It's the price of progress." We accept the inevitability of mass unemployment and propose five-hour weeks and salaries for everybody, or we make a few experimental doodles with retraining programs we know are either unworkable or prohibitively expensive and tinker with our educational system in the hope it will get around to producing repairmen for a world of pushbuttons, electronic brains, and dial systems. Beyond this, there is almost nothing. Since glaciers are not melted by cigarette lighters, the freezing process continues.

We cannot afford to resign ourselves to the situation, and there is no need to. We have been given an opportunity by our improved technology to concentrate fully on some of the really important business of living for the first time in our history. In order to get at this business, we need to recognize that it is legitimate and important even though it pays no profits to stockholders or management. We are going to have to junk traditional attitudes

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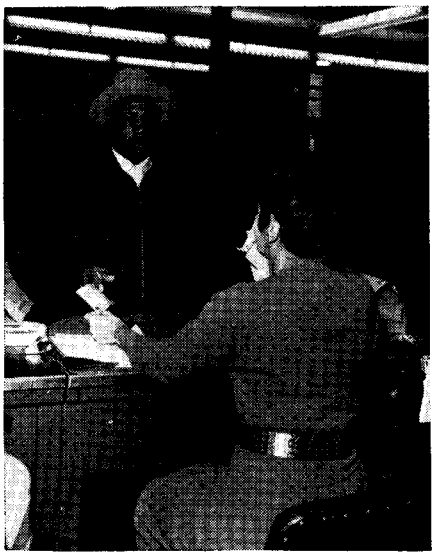

Out of work, Michigan worker (above) collects $46 unemployment check. Lining up for relief food are unemployed miners and families (right) in Western Pennsylvania.

—Photos from Wide World.

about what constitutes the proper business of government before anything of importance happens in the attack on unemployment. We have to redefine the meaning of urgent and necessary work to include jobs that promote the general welfare even to the exclusion of private profit. We are going to have to get rid of political, business, and labor leadership that says—although it doesn't believe what it says—that government has no role to play in the economic sphere except to act as an umpire for private quarrels and create regulatory bodies that regulate nothing but the critics. Unemployment is a massive problem, with massive effects on our future and it will not yield to anything but a massive attack. The direction of this attack, since it has not and cannot be assumed by labor and business, should be undertaken by government.

The private areas of our economy should be cooperating partners in the attack, if not voluntarily then under duress. It has always been fashionable to protest against government compulsion, but there will be compulsion from somewhere even if it does not come from government. We already have had innumerable demonstrations of such compulsion; the government's intervention in the rail situation, with the support of U. S. industry, is only the most recent example. If unemployment continues to grow, there will be other, far more explosive pressures compelling us to act. The discontent of those people for whom our republic indicates it has no use will be more than economic. Robert Weaver writes that, for the first time in our history, we now have "class" unemployment. The discontent will be class discontent, and circulating through it will be the inflammable antagonisms between the Negro who finds himself the most expendable part of the system we still refer to as free, private enterprise, and the unemployed white with whom he is competing for dwindling job opportunities.

WHAT is the important business of America that remains to be done, now that we have buttons and levers handling the garbage and ready to make automobiles? The first order of business is education. This is a process in which every American can participate, whether as a teacher, a student, a bricklayer, a parent, or a taxpayer. It is a business which up to now has been regarded chiefly as an annoying and expensive sacrifice of public funds. When one compares the magnitude of the need for a broadened program of public education with the size of our commitment, it is fair to say that we are still living in the pre-education phase of American history. Walter Lippmann has pointed out that in 1900 the U. S. government spent $1 for education to every $2 for other purposes, while more than fifty years later we are spending $1 out of every $6, despite the fact that the importance and complexity of education are greater today than ever before.

The old squabbles over infinitesimal financial increases in our educational commitment and the eventual adoption of some token federal aid to education and a few $5-a-week raises for teachers have no relevance any more. We will have to expand our educational coverage to the point at which every educable person will receive a high school diploma. This means raising the limit for compulsory school attendance from sixteen to eighteen. At the same time we have to intensify the educational experience of the individual pupil, not to the point at which all our class sizes are below thirty children, but to the point at which the ratio of teachers to pupils is one to fifteen, or even less, and where special services are available to children who start their education with severe economic, psychological, or cultural handicaps. A revolutionary expansion of our public education program to three or four times its present level can be financed once we have accepted its necessity. We have been able to mobilize far greater amounts for the construction of weapons and the subsidy of weapon makers and their shareholders. At this point, more and better education is more important to our national security than bigger and cleaner bombs. An uneducated, unemployable population is becoming the greatest threat to our national equilibrium. Education must become one of America's major occupations in the years ahead.

Underlying any expansion of our educational system must be a philosophy of education that meets the need of the people in it to achieve an independent position in adult life and to distinguish between sentimental fairy tales about America and current realities. Such an educational philosophy would enable us to produce people who could read, write, understand

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arithmetic, have ideas, and who would be emancipated from the sort of tribal attitudes that have turned Birmingham, Alabama, into a fratricidal society. It would also help produce a nation that can improve itself and anticipate change instead of simply starting violently whenever something jolts the status quo. It would help generate a social and political atmosphere in which people consider technological and social and political changes as promises or opportunities instead of "menaces," "threats," and "impending catastrophes." We would gradually condition ourselves to the point where we would shed our old skins as soon as they ceased to fit, instead of enduring them until the itching drove us crazy.

We might recognize more generally the fact that the misuse or disuse of human beings is caused by miscalculations and poor education and not by immutable economic "laws." If we wish to write off the Negro "problem," as it is called, as insoluble because we think Negroes are generally disqualified by lack of education and the attendant lack of incentive, we also have a responsibility to provide an educational system that is able, among other things, to deal with the causes of these misfortunes. If, in contrast, we consider that racial discrimination against Negroes is responsible for a great deal of their joblessness, an educational system should be able to handle that situation, too. If we view somebody without a job as a casualty of a mindless technology, we can set about the task of putting a mind back into the technology.

Apparently the only way of getting Americans to think seriously about education is to frighten them into it. This should not be difficult in the atmosphere of today's Negro discontent. There is no question that racial tensions are eventually going to make life impossible for all of us unless we develop an educational program that enables the Negro to enter our society and the white man to place a high value on his entry. It should be fairly obvious that education is the only method by which we can overcome our institutionalized system of cheating Negroes, halt the growth of a public welfare community, and slow down the emergence of a new group of aliens, the teen-age school dropouts. We are either going to broaden the boundaries of America to include the exiles, or most of us are going to be joining them.

Keeping the Outsiders Out

By ELINOR RICHEY

YOU CAN be evicted from your apartment for hanging new drapes. Or for throwing out too much wastepaper. Or for typing manuscripts. Or for failing to draw your shades at a uniform level. Or for any of a number of similarly momentous transgressions.

Especially if, among your friends, there is a Negro.

This has been the carefully documented and verified experience of residents in the Hyde Park neighborhood of Chicago, an area that illustrates, perhaps as clearly as any, the ingenuity of those who are opposed to integration and are in a position to back their opposition with power. Many of the same subterfuges are used elsewhere, but Hyde Park is a laboratory that offers the student of social reactionism a particularly clear view of his subject.

Lying in the shadow of the University of Chicago, Hyde Park is a neighborhood of academicians and professionals, many of whom live in rental apartments and row housing. When Negroes spilled over Hyde Park's western border during the postwar decade, many whites fled for suburbia. But those who stayed declared themselves, through their organizations and churches, in favor of forming a genuine interracial neighborhood. On this premise, the community obtained nearly $40-,000,000 in federal and city money to underwrite a nondiscriminatory urban renewal project.

Even though it was the citizens who opted for interracial urban renewal, it was the real estate interests that usurped direction of it. Under the program, 19,000 people were ultimately evicted, three-fourths of them Negro, and the cleared land was sold at low cost to private speculator-developers. It is eight years now since clearance began, and the acres of modern housing that replaced it are mellowed and fringed with trees and shrubbery. Yet, to date, only about 100 Negro families have replaced the 14,000 Negroes whom bulldozers evicted. Furthermore, Hyde Park's residual Negro ghetto continues to shrink via a "rehabilitation program" in which integrated and all-Negro apartment buildings are emptied, renovated, and reopened to white occupancy. Chicago Negroes say that Hyde Park urban renewal has been Negro removal.

But Hyde Park real estate policy not only systematically ejects Negroes; it appears equally dedicated to ridding the neighborhood of integration-minded whites. An ingenious form of discrimination is being directed against whites who mingle socially with Negroes. Apartment building owners and their agents are cooperating in highly complicated procedures, including spying and intimidation, to screen out whites who have Negro friends and to evict those who slip through their nets. This rental policy blankets the eastern side of the community and includes a high percentage of housing in western Hyde Park. Procedures are amazingly quiet and unobtrusive, designed to avoid a direct confrontation on the racial issue, which hangs in the air of this liberal community like an explosive gas.

Screening starts the moment you begin filling out one of the exhaustively inquisitive registration forms at a real estate office. If your address is an integrated building anywhere in Chicago (agents carry lists of these in their busy heads) you can be eliminated at once. Some agents are also familiar with integrated areas of other cities; anyone fresh from New York's Greenwich Village or Philadelphia's Concord Park is suspect. So are employees of large companies known to have integrated their staffs. So are artists, entertainers, and social workers. The registration form asks for your previous address, landlord's name, building owner's name, your last job, your bank account number, your mother's maiden name, and so on. Finished with that, you begin listing your references and giving a rundown on *them*. And watch your chatter; conversation that seems idle may be working full steam. You have flunked your test if at the end of the interview you are informed that the agency has "nothing at present," words pronounced in a tone that says the future promises nothing, either.

Should you survive this initial probing, however, the agency moves ahead with the screening process. A telephone call is made to one of a network of contacts that agencies maintain across the city. The contact nearest your present address may or may not

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know your social habits, but he may know somebody who knows somebody who does. If not, there are the sources you provided on the registration form. The process of checking you may be involved and prolonged. Or it may not be. One applicant, whom an agency had instructed to return in several hours to view an apartment, returned an hour later to amend his requirements and found the agency ready with the brush-off.

Even if all this yields nothing conclusive, there are still references to be checked out. Because agents are wary of putting touchy racial questions to references, they try to frame them as delicately as possible. But let the reference try to parry the question, and he will be asked point-blank: Does this applicant associate with Negroes and entertain them in his home? Some references resent this line of questioning and vent a tongue-lashing on the agent, who invariably accepts it placidly and marks it down as a dead giveaway of the culpability of the applicant.

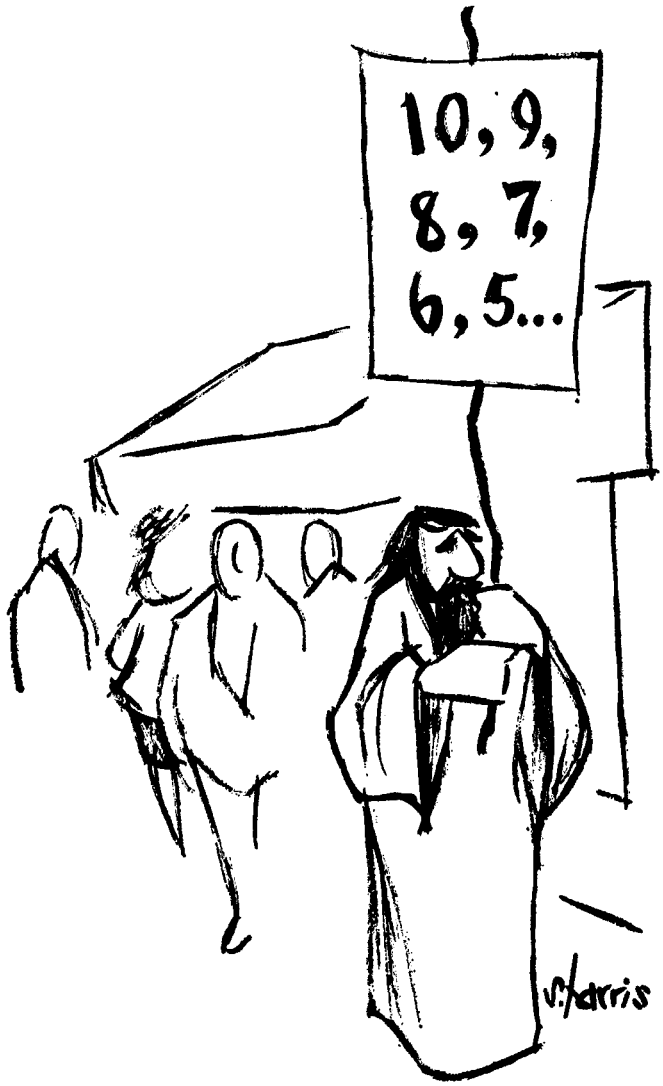
National publicity about its interracial urban renewal program has given Hyde Park the image of a glistening haven of racial harmony, and it is an image that draws many Chicago newcomers. But a newcomer may get into trouble. Since his references and associations are out of town, and since agents hesitate to put racial queries in writing, the newcomer presents a sticky screening problem. An "undesirable" may slip through undetected. But if the agent has strong suspicions, he may ask the applicant if he would object to living in an integrated building. Integrated housing being scarce, the agent rarely can supply any, but the applicant's answer is sure to drop him in the proper slot.

An English scholar helpfully volunteered his slot in the initial interview, thereby making his Hyde Park sojourn unforgettable. He had thought he was widening his opportunities when he assured the agency he had no objection to integrated housing. Offered no housing whatever, he sought another agency, restating his adaptability, then another and another. Finally, desperate, he found lodging by covering the area on foot, seeking out "For Rent" shingles. Eventually he found far from elegant quarters, and promptly upset his landlady by entertaining at dinner a fellow scholar who was a Negro. "The other tenants will complain," she said. Before inviting his friend again, he took the precaution of asking all of the other tenants if they objected. Assured that they did not, he invited his associate to dine from time to time—until his landlady asked him to vacate. The baffled man checked into a hotel for the remainder of his stay.

The landlady's forthright complaint was exceptional, so much so that it brands her an amateur. The more sophisticated method is to substitute for the real eviction reason another one—a *proxy* reason that obscures the racial issue. One owner was so anxious to camouflage his objection to a tenant who gave interracial parties that he served eviction notices on every tenant in his building, feigning plans to redecorate.

USUALLY, however, the lease supplies the smoke screen. With the lease, the landlord stacks the game so that he can nearly always pick up the marbles. In two pages of fine-printed verbiage, convoluted with "to wits" and "whereases," the Hyde Park rental contract defies lay comprehension. The tenant who invites Negroes into his home is inviting an exegesis of his lease, or at any rate a clause or more of it that he has unwittingly breached. Before closing in on a tenant, some landlords take the preliminary step of warning him against "bringing those people in.") The tenant who proves to be a fraternizer will be served notice that his lease will not be renewed. When the tenant inquires "Why not?" he learns he has violated his lease.

He may have brought his groceries in through the front entrance, played his hi-fi after 11 P.M., played his radio before 8 A.M., parked a baby carriage in a passageway, kept a pet, mounted a television antenna on the roof without permission, or hung new drapes without getting them approved. It matters not how truthfully the tenant protests that other tenants bring their groceries in the front way or enjoy pets ranging from hamsters to gibbons. He learns of another lease provision that states that "a waiver of any breach of covenant shall not be construed as a waiver of any other breach of such covenant." In point of fact, judges are inclined to rule that contract provisions that have been generally flouted are



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unenforceable. But tenants, being unaware of this, give in and order packing boxes.

A graduate student who invited Negroes to her apartment was ordered out on grounds that she had used her apartment "for purposes of business or trade": she had been earning tuition money by typing manuscripts. In the case of another tenant, a bicycle served as proxy for her Negro guests. Because of frequent thefts from the basement of her building, she had taken the cue of other tenants in storing her bike in her apartment during winter months, thereby breaching her lease

When sleuthing for lease violations proves fruitless, other indiscretions are made to serve. A dietitian with Negro friends received a series of letters from her landlord complaining that she had violated her laundry room schedule, had entertained guests after midnight, had bundled her garbage improperly, and did not draw her shades at a uniform level. None of this constituted lease violation, but it all sounded so official that she docilely complied with a notice to vacate. This lie of censure is calculated to humiliate, thereby discouraging discussion with other tenants. A fraternizing male teacher was harried out with complaints that he slammed doors, tuned his television too loud, and deposited "an excessive amount of wastepaper" in his trash basket. The tenant knew these were not lease violations, but he so resented the snooping in his trash basket that he gave in and moved.

Children sometimes serve as proxys. A married couple who entertained Negro guests, but who conducted themselves irreproachably otherwise, found their children being harassed by the building manager. He commanded them to keep their voices down, to keep off the grass, to walk more quietly or more slowly, and so on. When the parents discovered their children using the rear entrance to escape abuse, they moved at once.

A lady novelist's elderly poodle was a less successful proxy. Her lease permitted pets, but when she ignored an order to vacate, her landlord sued to evict on grounds that her dog was especially objectionable. Delayed for nearly a year due to a court backlog, the case finally came to trial, with the landlord testifying to the poodle's vociferous bark. The lady blasted his charge with testimony that her poodle had been dead for seven months and that the real objection was her frequent Negro dinner guest, a Pulitzer prize-winning poetess.

Since to go to court is to risk such a confrontation, landlords prefer to avoid it. Most pry out the balky tenant with a rent hike. A notice that his rent has been raised by $65 can take the fight out of a tenant. But some tenants will stay and pay. A man and his wife who have resided in several world capitals were outraged when their building manager rebuked their son for bringing home a Negro classmate. They encouraged their son to bring his friend home whenever he liked. When the landlord served notice to vacate, the father declared he would fight eviction legally. The landlord then gave notice the rent had been raised $45. After investigating other rentals and learning they couldn't escape the issue by moving, the couple paid the increase.

While these cases rarely reach court, they are tried nonetheless—by public opinion. Hyde Park cocktail and dinner parties buzz with the latest discrimination scandals, some of which have involved international celebrities and prominent clergymen with integrated congregations. The neighborhood newspaper, the Hyde Park *Herald,* editorializes against these discriminatory practices, and its readers roast them in letters to the editor. Some denounce the real estate interests for sabotaging race relations, while others impugn the violation of personal liberty. Their combined censure adds up to condemnation of an intensity usually reserved for slum operators.

ONE case involved the executive director of a national welfare organization, who was denied housing by an agency that had learned of his Negro friends by questioning his references. First denied an apartment of his selection, he then was denied any assistance in locating housing for his family. Indignant residents of the neighborhood in which the denied apartment was located conducted a poll in which 74 per cent of those queried expressed opposition to the discrimination and to racial discrimination generally. The agency had claimed it was reflecting the attitude of the residential area in

barring tenants who associate with Negroes.

These bizarre real estate practices have provoked reactions other than indignation and anger. Certain apartment buildings owned by Negroes have instituted house rules forbidding tenants to entertain white guests or to receive service or business calls by whites. A Negro seamstress who lives in a building owned by a Black Muslim was assaulted for admitting a white client. Meanwhile, the white Bohemian set has turned discrimination to its own uses. A tenant who finds a more desirable apartment and wishes to break his lease avails himself of a notice to vacate by throwing an interracial party.

Plainly, to segregate integration is to poison it. Community patterns of prejudice breed and teach prejudice. When a tenant submits to real estate policy that determines whom he may invite into his home, he learns prejudice through participation and habit. Tragically, the transition of the human mind from submission to acceptance is frequently both swift and unconscious.

Why do real estate people go to such lengths to preserve segregation? Partly because the industry is conservative, committed to what is entrenched. The white supremacy myth is no longer credited, but Piltdown thinking preserves it long after it has been exposed, and perpetuates it through a dual housing market that is deeply institutionalized in our society. The integrated neighborhod upsets the intricate workings of this market.

But there is also evidence that segregation is perpetuated for reasons of avarice. The larger real estate firms and property owners deal in both white and Negro housing, and they find segregation profitable. When Negro housing is kept in short supply by means of restrictions on white housing, Negroes can be made to pay higher prices than whites will pay. A study by the Chicago Commission on Human Relations found brokers hiking prices on homes sold to Negroes by as much as 115 per cent. For rental housing, Chicago Negroes pay a "color tax" that averages $15 a month, according to a University of Chicago study. A survey of one neighborhood showed that rents rose an average 25 per cent when its population shifted from white to Negro. Edwin Berry, director of the Chicago Urban League, has charged that Negro Chicagoans, whose wages are 30 per cent lower than white wages, "are being cheated out of $75,000,000 a year in rent overpayments alone."

Bigotry by proxy is a last-ditch effort to protect these profits in the areas where they are threatened with extinction.

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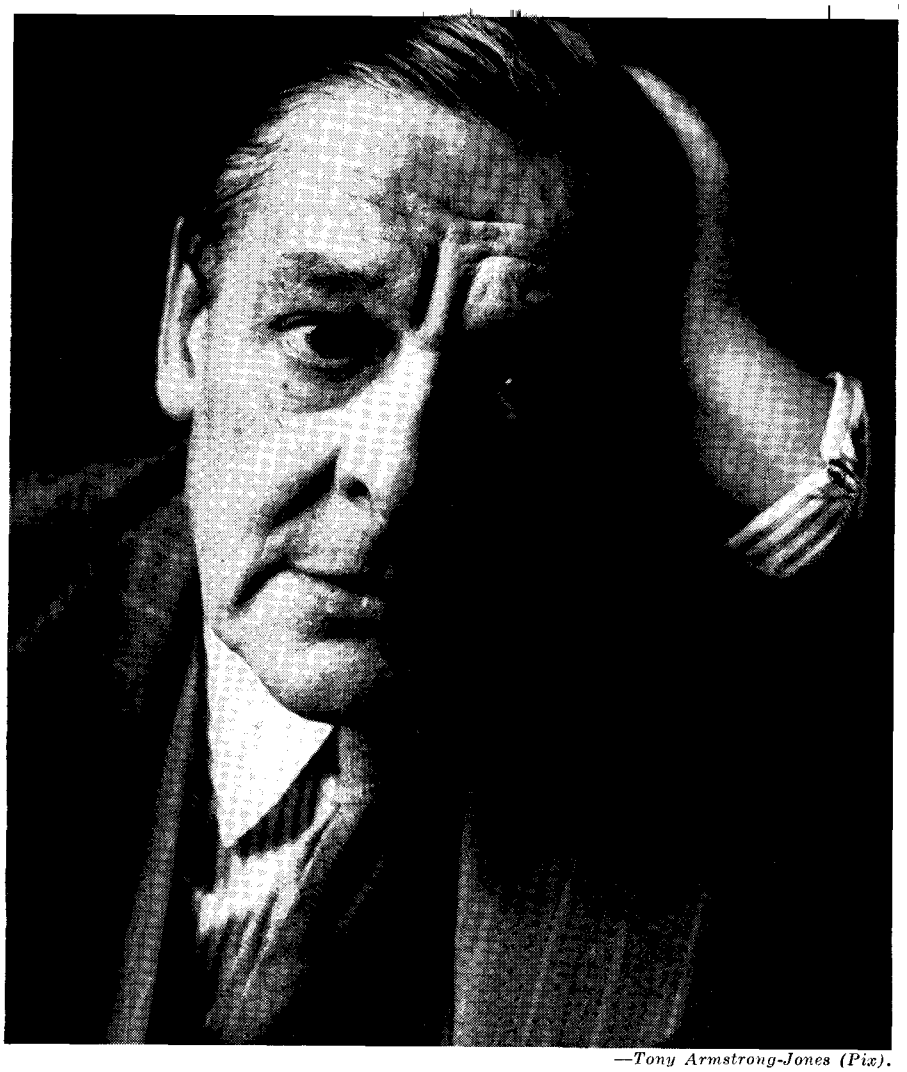

—*Tony Armstrong-Jones (Pix).*

T. S. Eliot—"more writer than poet, more man of letters than writer."

GREATNESS IN MODERATION

BY JOHN FREDERICK NIMS

PUBLISHED last month on the occasion of T. S. Eliot's seventy-fifth birthday, the new *Collected Poems 1909-1962* (Harcourt, Brace and World. 221 pp. $5) shows only trivial changes in already published work. A period tidies up the syntax toward the end of "Gerontion," though there is something to be said for the earlier flurry of words. The line "Views of the Oxford Colleges" has lost its "the." Those cat things are omitted. Sweeney himself must have set up the Greek: there are four brutal errors in as many lines.

A handsome volume, *Collected Poems* represents the work of half a century. During that time Eliot has loomed above our landscape like an Everest, his crags and glaciers crawling with explicators who have chipped their way to the top, or sometimes, dazed by the rarer air, gone clear beyond the top and on into the "circumambient gas." Eliot himself warns us against ranking contemporary poets: the most we can say is that they are genuine. Well, he is genuine: no molehill. If asked what contemporary poets he outranks, we would have to say: just about all of them.

It is true he has written nothing so thrilling as "Le Cimetière Marin"; nothing so richly varied, so deeply thought and felt as the "Duineser Elegien." He cannot hold a candle to Yeats. Frost concealed a profounder art with greater artistic cunning, and, using less, did more. Cummings, Stevens, Thomas, and probably others, though their eminence is less imposing, have written finer poems. Even on a diamond jubilee, it would be vain to pretend that Mr. Eliot is without defect. "There is a large class of persons," he once said, "including some who appear in print as critics, who regard any censure upon a 'great' writer as a breach of the peace . . . or even hoodlumism." If we find his own achievement straitened, he has anticipated us with mention of his "meagre poetic gifts." Distinguished in many fields, he should perhaps be considered more writer than poet, more man of letters than writer. We might even

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describe him as he described Matthew Arnold: "in some respects the most satisfactory man of letters of his age."

As such, he will not be dishonored if we suggest that his pre-eminence is neither of such kind nor so great as earlier admirers believed. My impression has been that he is less respected among poets than among non-poets, those who seek not literature but certain impurities that may be found with it: culture or religion, or the social sciences.

Ezra Pound, sending "Prufrock" off to Miss Monroe, called Eliot "the only American I know of who has made what I can call adequate preparation for writing. . . . It is such a comfort to meet a man and not have to tell him to wash his face, wipe his feet, and remember the date (1914) on the calendar." And, in 1914, "Prufrock" must have seemed a bright and trenchant manifesto. News from where people were living. Or partly living.

But it has not been 1914 for a long time now. The question is: how does Eliot look among the immortals, to whose company he has been promoted? A little drab, perhaps, next to his favorites. A little prim next to Dante. A little colorless next to Villon, or Donne, or Marvell, who did not have world enough; next to Blake or Baudelaire or the wild old wicked man; next to Valéry who, facing his brilliant void with no consoling creed, could still cry out "Debout! Dans l'ère successive!"; or next to Rilke, who transcended the worst in a glory of *Jubel und Ruhm.*

IF the range of experience is between ecstasy and agony, with boredom at the center, Eliot has hovered midway. When he vacillates it is downward; if not in shantih-town he haunts the dumps and doldrums. What we miss is the exhilaration of great poetry, which, even if it deals with what is weary, stale, flat, and unprofitable, even if it calls on us to absent ourselves from felicity or leave all hope behind, persuades us that we are larger, more alive than we thought. But we hardly enter Eliot's world without shrinking a bit, without being aware of carbuncles and falling hair, without drawing our coats a little closer about narrowing shoulders. There are wistful visions of a loveliness out of reach, lost or renounced or adrift on allegory. There is much antique charm in "Ash Wednesday," much luxurious music in the telltale anaphoras of "Prufrock," many images bright as lenses, though most of them diminish rather than magnify. The very things that depress Eliot, Yeats sees as a splendid challenge. The one prepares "a face to meet the faces that you meet"; the other exults:

> Put off that mask of burning gold
> With emerald eyes.

The one, in an account of the gifts reserved for age, concludes with

> the rending pain of re-enactment
> Of all that you have done, and
> been; the shame
> Of motives late revealed. . .

The other glories:

> I am content to live it all again
> And yet again. . .

When Eliot quotes St. John of the Cross, he quotes only what is negative; one would never guess that love and ecstasy were St. John's goal, nor that what he saw in the world was the shimmer of infinity. Exhilaration, a sense of increased life, is the theme and effect of his work. So with all great poetry, even the most tragic. Eliot, however, woos the lugubrious. I am closer to his beliefs, if not their spirit, than to those of Wallace Stevens, yet "Sunday Morning" involves and enchants; Mr. Eliot's devotions are a bore, obtruding and exhorting, buttonholing us with "Redeem the time" and so forth.

Even in hell Dante found nobility. But how many handsome characters can we recall from the whole range of Eliot's poetry? Yeats's great lover Hanrahan is a hero; Sweeney, squatting on his hams, is a slob; Yeats, thinking of a woman, notes "the fire that stirs about her, when she stirs"; Eliot detects in Grishkin a catlike smell and makes a joke about breasts. Perhaps such is his triumph: his world of grotesques is "distorted to scale," as he said of Tourneur's; it constitutes in its intensity a unique vision of life, possibly something like a "mystical experience" of human mediocrity.

Nor does Eliot's technique quite exhilarate. He is a fine metrist, but not an exciting one; for all his freedom, he sounds more like Debussy's metronome than like a human heart. We miss the rough-and-tumble between meter and rhythm that we get in Donne, or, differently, in Frost. His diction is not stirring; it is merely impeccable; a certain lack of character is shown by the fact that it translates so easily. We can imagine "Let us go then, you and I . . ." without loss in any of several languages, as we cannot imagine "Suddenly I saw the cold and rook-delighting heaven . . ." or "Back out of all this now too much for us. . . ."

Is "Prufrock," written fifty years ago, really the "portrait satire on futility" that Pound thought? Or something else? Perhaps a dramatic lyric of the swooning psyche, half-relishing, in those sensuous rhythms and langorous sentences, its own self-immolation? Whatever it is, it made sense against the hated "cheerfulness, optimism, and hopefulness" of the nineteenth century. It makes sense today: anyone who has "taught" the poem knows it as a bonanza to students who little expected such fun. If a poem is indeed, as Valéry said, a machine made out of words, this is a sleek, ingenious, fine-running contraption. It has a few bugs (it shrinks people), but it comes equipped with many shiny inventions. Consider that most celebrated image of modern poetry, as Donne's compass image is the most celebrated of his school:

> the evening is spread out against
> the sky
> Like a patient etherized upon a
> table.

An evening pale, still hushed like a thing asleep. But to Prufrock's neurotic sensibility not naturally asleep. No "sweet dreams and health and quiet breathing." Asleep as Prufrock's will was asleep—for he projects his moods on nature as we all do. A morbid and enforced sleep a paralysis with the prognosis unfavorable. Eliot had to find a visual image *like* the sky; he had to find one true to his state of mind and way of seeing; had to find it in modern life, not in the tradition. It had to be in key with the laboratory image of the bug pinned to the wall, the anatomical slide of the nervous system. What he finds is perfectly apt: simple, shocking, with that sense of surprise that Poe, as Eliot reminds us, demanded of poetry. "Prufrock" indeed gives pleasure. Yet if it represents the "greatest emotional intensity of our time," as Eliot says it is the poet's business to do, the worse for us.

And what of "The Waste Land," for decades one of our favorite parlor games? The poet himself ridiculed the "bogus scholarship" of the "Notes" which keep us from reading it as the moving poem it can be. Since Eliot gave the cue, everyone gets into the act. (Anyone noticed that every word in

> The barges drift
> With the turning tide
> Red sails . . .

occurs on the first page of *Heart of Darkness*? etc.) "April is the cruellest month. . . ," one remembers how different—ahah!—Aprille was for Chaucer, and how, for Malory, just as flowers burgeon in spring, so "every lusty harte that ys ony maner of lover . . . buddyth, and florysshyth in lusty dedis." Ironic contrast. Or one turns to

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Frazer's sonorous periods on "the spectacle of the great changes which annually pass over the face of the earth," and sniffs at those who go south in the winter or call for a closed car if it rains. Even enemies of the poem must concede its propaedeutic value. But it has more: there are wryly beautiful growths on the sandflats:

> Out of her window perilously spread
> Her drying combinations touched by the sun's last rays . . .

Lines no less richly "poetic," no less evocative, than

> Charmed magic casements, opening on the foam
> Of perilous seas, in fairy lands forlorn.

I would even defend the logic (not the poetry) of Eliot's breaking the language barrier at the end, particularly since, by evoking the insane Hieronymo, he admits that his seems a voice not only out of cisterns and exhausted wells, but out of the madhouse itself. Imagery is vivid, diction simple, rhythm persuasive. Why then regard the poem as the Rosetta Stone of our civilization? Why go picking over its picturesque desert, nose to the ground, intent on "meaning"? Why not take it merely as the scary incantation it ought to be? The commentators, all over the place, make it hard for us. And the poet does, too, for the reproving figure of "Mr. Eliot" is perhaps his most convincing creation. With that sharp-nosed ghost at our shoulder, it seems *lèse-majesté* to read for fun, even though he said—said it himself!—that the first function of poetry is to give pleasure.

"Earnest, earthless, equal, attuneable"—the opening of Hopkins's sonnet describes "Ash Wednesday," again best taken as incantation. A key to its defect is in the opening echo—a translation of Cavalcanti, dying in prison: "Because I have no hope of ever returning to Tuscancy, a little song, go to my lady and say . . ." The original is about a girl and a place; Eliot uproots the line, floats it in ruminative good plays with its meaning, makes it rhyme with a tag from another poem. The girl is gone and the earth is gone; we are left dangling in the vast inane, perhaps musing on Eliot's remark that "A man does not join himself with the Universe so long as he has anything else to join himself with."

The same slackened grip on the physical shows in "Four Quartets." Eliot has become a self-disparaging Prufrock on Parnassus; what is a critic to do when a poet shrugs: "The poetry does not matter"? Much does not, for it comes, here, from an almost disembodied voice. There are no people in this floating world: some dancing wraiths who speak Middle English, a corpse in the river, Krishna and Arjuna, a composite ghost out of Dante. What few concrete objects there are lie askew in a cold aspic of abstractions. Instead of finding his image, his "objective correlative," instead of *trattando l'ombre come cosa salda,* Eliot reverts to what may have been the manner of his Ph.D. thesis: "It seems, as one becomes older, that the past has another pattern, and ceases to be mere sequence—or even development: the latter a partial fallacy, encouraged by superficial notions of evolution, which becomes, in the popular mind, a means of disowning the past. . . ." This is the kind of writing that Gerontion, with his failing senses, might have managed; no way of printing it makes it "poetry." Or Eliot is slackly adjectival: within eight lines *tumid, cold, unwholesome, unhealthy, faded, torpid, gloomy.* How slowly he moves can be seen by looking at

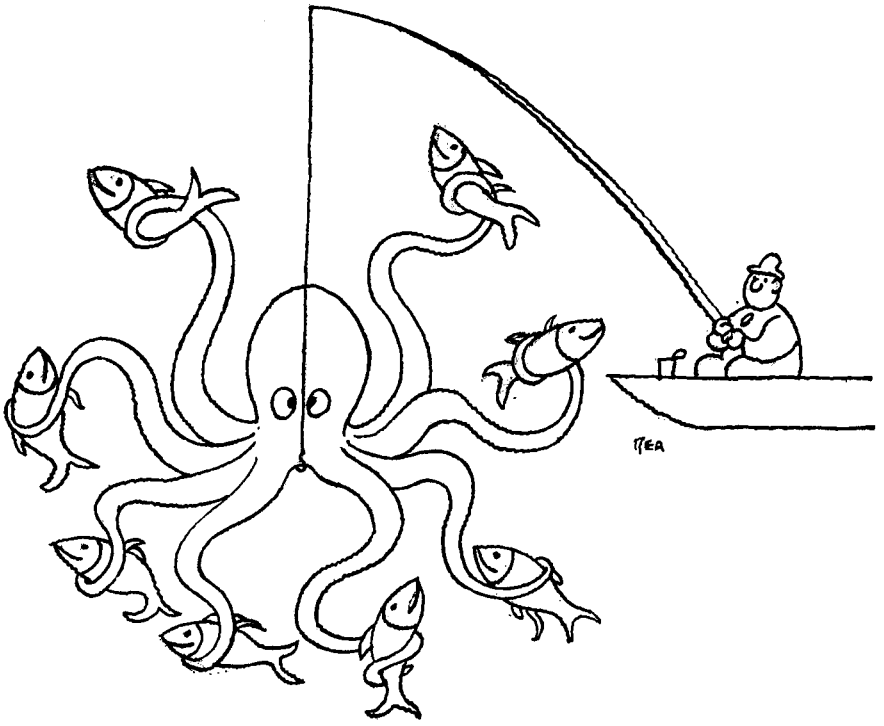
> The river is within us, the sea is all about us;
> The sea is the land's edge also, the granite
> Into which it reaches, the beaches where it tosses
> Its hints of earlier and other creation . . .

and recalling Yeats:

> Once more the storm is howling, and half hid
> Under this cradle-hood and coverlid
> My child sleeps on . . .

"To get *beyond poetry,* as Beethoven, in his later work, strove to get *beyond music,*" Eliot once said, is "the thing to try for." The quartets, in trying to go beyond poetry, beyond humanity, have simply gone apart from both. This longing for beyondness is quixotic: like wishing to live without a body. Music is already sensuous, if it exists. But language can send us directly to abstraction; it is no more spiritual for being colorless. Still, for those who find it possible to be happy with their feet off the ground, the quartets are probably the best abstract ruminative verse ever written.

Ours is an age, Eliot tells us, of moderate virtue and of moderate vice. Recalling certain horrors of the time, and certain men and women who defied them, we may refuse to share this opinion. But for the age, as he sees it, Eliot may well have provided the appropriate spokesman. A great poet, yes. But a moderately great one.



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The De-Regionalization of a Problem

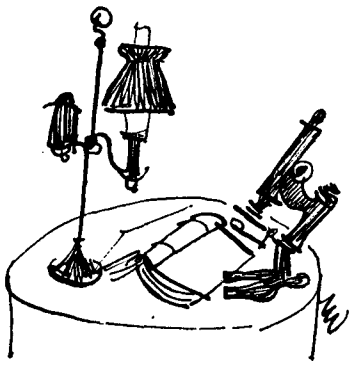
THE PROBLEM of race in the United States today is different in at least two major respects from what it was only a few years ago. First, the struggle of the American Negro for equality is no longer being fought primarily on the battlefield of civil liberties. The main field of combat today is the economic arena, for jobs.

Second, the geographical center of the race problem is fast shifting from South to North. The traditional symbolic issues—and the resultant headlines—may continue to originate in the South, but the showdown forces and the combustibles are fast gathering in the North.

A strong inter-relationship exists between these major developments.

Until very recently, the eye-catching issues coincided with the central ones. The fight to admit an Autherine Lucy or a James Meredith to a state university in the South, or a few Negro children to a public school, or the difficulties attending desegration of buses or trains or railroad stations, or the sit-down strikes in restaurants—these news-making events were at the heart of the race problem in America. Even though the main spotlight may still be trained on these and similar issues today in places like Birmingham, the developments that have the deepest long-term significance are building up without corresponding visibility or attention. These developments go beyond the Bill of Rights in that they are concerned not just with how a man lives but what he does for a living. To be sure, this aspect of the race problem has always been a vital one but it has not been at the top of the agenda in the campaign against Jim Crow. All this, however, is now changing; a new and more complex phase of the struggle now opens.

The important bridge between political and economic equality is represented, at least theoretically, by education. Good jobs require special training. Trained and educated Negroes are now entering the economic arena in substantial numbers. As educational opportunities are expanded, these numbers will be multiplied. But American Negroes, highly trained or otherwise, as Joseph Lyford points out in this week's *SR*, are not finding jobs proportionate to their number or equal to their competence. With respect to both skilled and unskilled manpower, therefore, a problem of titanic dimensions is fast coming to a head. And the North will be even more of a testing ground than the South.



One reason for this, of course, is the redistribution of the Negro population. The greatest density now exists in Northern cities like New York, Chicago, and Detroit. And it is here that the war for jobs will produce its most explosive battles. Explosive, because the North has done so little thinking about the problem and is unprepared to deal with it on a showdown level, and because this is where the Negro will be able to make his stand with maximum effect. Whether or not the Negro is entitled to expect more in and of the North is not particularly relevant. What is relevant is that all the backed-up pressure from the social, political, and regional struggles will seek a substantial outlet in the North, much of it on the economic level.

AS THIS happens, the total situation of the Negro in the North will be up for national scrutiny. It will no longer be possible for Northerners on their high-fare commuter trains to ride through Harlem without seeing it because their heads are buried in newspapers that tell of outrages in the South. The fact of massive squalor, such as the Harlem ghetto, will no longer be a secondary matter to Northerners who energetically deplore Southern race riots. Similarly, the helplessness of the Northern Negro in coping with a whole host of predators—in housing, employment, and commercial dealings—will no longer be a submerged issue for those Northerners who use a regional filter for their indignation.

The problem of the Negro has always been a national problem. But the focus and locus have been in the South. Now there is no longer any natural division between the centers of crisis and the centers of concern. The entire nation—horizontally, vertically, diagonally—is now involved. No longer need any individual feel oppressed by disconnection or distance from the problem. It lives where he lives. If he has business dealings, he is able to ascertain whether the firm has a policy against hiring Negroes. He is able to determine whether Negroes in his city or village have decent living conditions and whether their rent is within reasonable limits. He can look into hospital facilities available to the Negro. He can find out something about the practices of tradesmen who deal with them. Conscience need no longer operate at a distance.

The de-regionalization of the problem does more than offer potential relief for the frustration of concerned individuals. It deprives the entire nation of further excuses for further delay. —N.C.

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LETTERS TO THE EDITOR

HOW TO SAY NO

THE ARTICLE BY Robert and Leona Train Rienow, "Political Frustration: Cause and Cure" [*SR*, Sept. 28], is one of your best. Before all the haunts of our wild things are bulldozed and blasted away, I hope we'll stand up to the bulldozers and face them down.

In New Jersey this summer a large-scale aerial forest spraying was planned. I protested, and suggested that a program of intensive birdhouse-building would be a better protection against insects. The state comforted me with literature stating that DDT would be used only in "remote areas," where it would do no harm to "fish and wildlife." The assumption was that fish, birds, and other animals that human beings could see, or that they themselves wanted to kill for sport, would be spared. Other birds and animals killed would not matter. The spray program went ahead.

I have set out to prove to Governor Hughes that birdhouses are part of the answer. In our small woods we put up 200 birdhouses. Many of them have had tenants the first year—hole-nesting species that will not nest unless they can find a suitable crevice. And where can they find them in our cut-over forests?

HOPE SAWYER BUYUKMIHCI.
Franklinville, N. J.

THE CAUSES cited for political frustration may be sound enough; the cure suggested by the Rienows is foolish. Sheep we may always have with us, but solemn advice for them to stand fast against the bureaucratic predator is a waste of your space.

I should think that the Rienows would be well acquainted with the relatively recent research at both Harvard and Berkeley in which an innocent victim is pitted against a conspiring majority. As I recall, approximately one-third of the general population will not take the bait, and will in the face of a unanimous majority stand by their judgments. The really significant result of these experiments is that almost another third of the people will refuse to bow to the dominant group *if they are given the support of one of the independents.*

On the basis of this research, it seems to me that the Rienows' advice should have been that the independent minority will draw sufficient support to make up a majority if the independent will simply stand up and let himself be known. Thus those with courage owe, as their most solemn moral duty, the obligation to exploit their courage. Some of the sheep will follow.

RICHARD H. BAKER.
San Francisco, Calif.

TV IN GEORGIA

FOR A MAGAZINE that is supposedly devoted to the more intellectual and factual approach, I must express amazement at what purported to be an article embodying a conversation between myself and your TV critic, Robert Lewis Shayon [*SR*, Sept. 21].

This sort of tongue-in-cheek, down-the-nose, irresponsible approach does little either to aid the cause of educational television or to earn respect from your readers. Mr. Shayon should devote his talents to writing fiction rather than reporting.

If you are truly interested in educational television, may I suggest that you do some research on the various systems of educational television before poking fun at those of us who have done so.

RAYMOND E. CAROW, President,
Georgia Association of Broadcasters.
Atlanta, Ga.

EDITOR'S NOTE: *Mr. Shayon replies: "My article was based on detailed notes of my conversation with Mr. Carow and, I believe, reflected that conversation accurately. If, however, he will specify exactly where I erred, I will be glad to reply to his objections."*

I THOROUGHLY ENJOYED the article by Robert Lewis Shayon outlining the challenge to educational television caused by the complaints of Mr. Carow and one or two other commercial broadcasters in Georgia [that ETV is unfairly competing with commercial TV].

A special television committee of the Board of Regents for the University System of Georgia studied these complaints and reported to the board at its September 10 meeting. The board in essence turned down all the suggestions made by the commercial broadcasters.

As to the formation of an advisory group composed of commercial broadcasters, the Regents felt this would be contrary to FCC rules and regulations and cited the obligations of the licensee to determine programming policies and not to delegate this function to any group. . . .

Naturally, I am tremendously pleased with the Regents' action. It is my opinion that this decision is important not only to us in Georgia but to all educational television nationally.

GERARD L. APPY,
Georgia Center
for Continuing Education,
University of Georgia.
Athens, Ga.

"I'll *have* to know now—do you want J. E. B. Stuart or Eddie Arcaro?"

CHEERS AND JEERS

IT WAS A DELIGHT to read N.C.'s editorial "Football and the College" [*SR*, Sept. 28]. His proposal expresses a sentiment that must be widely held in the academic world but has not been formulated so effectively before, certainly not in an eminent national magazine.

The management of college football has long been an embarrassment to college faculties, and it is time that everyone gave up the pretense that this activity comes under the heading of education. If college football were made frankly professional and placed under the management of the business department, subject to the administrative supervision of the head of the college or university, a faculty could concentrate on education. . . .

JOHN J. DE BOER,
Professor of Education,
University of Illinois.
Urbana, Ill.

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BROADWAY POSTSCRIPT

Keep the Home Fires Frying

PICTURE a country where the working-class people have become so undiscriminating and apathetic that they contentedly accept such drab satisfactions as French fried potatoes with *everything*. And picture a sensitive, intelligent son of an aristocratic family who abhors the monstrous perpetuation of this condition by not necessarily very strong or very bright members of his own class. Can this young man somehow inspire the workers to become so efficient, precise, and humane that they will resist the unjust system and perhaps insist upon a better way of life?

In his play *Chips with Everything*, Arnold Wesker has tested such a young renegade under the stringent conditions he would face if he joined the ranks in an RAF conscript-training camp. While the class-conscious disparateness between gentlemen officers and common enlisted men seems greater than what prevails in the American armed forces, the eight weeks of hell inflicted on British recruits is so similar to our own boot camp or basic training memories that we find Corporal Hill's sarcastic opening instructions to a group of new conscripts authentic and, at a safe distance, highly amusing. We also laugh at the brief talks to the men by their training officers because Mr. Wesker has neatly highlighted the absurdities and self-contradictions spouted by these narrow spokesmen for dehumanization. For instance, the traditional military argument that the aggressors have a vastly superior force that threatens us is confounded when a recruit asks this pertinent question: "If the aggressors are better off than us, what are they waiting for?"

In this most unlikely spot for effective revolt, young Pip Thompson goes determinedly to work. He begins by facing down his fellow recruits with the admission that he is a snob, and that he detests the grubbiness of the lower class. But then he starts to teach his less literate mates such things as the history of the French Revolution, by telling it as a simple personal story. A little later at a canteen Christmas party when a wing commander sadistically sets out to prove class distinction correct by encouraging the men to behave as loutishly as possible, Pip defeats him by getting the men to recite poetry, and to sing an old peasant revolt song in disciplined unison. Finally, he leads the men in a daring and beautifully organized raid on the coal yard to steal an extra ration. The episode is thrillingly theatrical. With nothing but a seven-foot wire fence and a couple of chairs the men execute their preappointed tasks swiftly and neatly between passings of the guard. We not only share the suspense of their bringing off their plan, but also rejoice that ordinary men can momentarily organize themselves with such discipline to outwit an arrogant, impersonal system.

SO FAR, so good. But in the second act the wounded system fights back as the officers apply every pressure to persuade Pip to return to his own class and become an officer, too. First they punish Pip by putting his fellow conscripts through extra fatigue duty, thereby making him feel responsible for their torture. Then a young pilot officer explains the system's unbeatable technique, which is simply to ignore and even pretend to applaud Pip's efforts, but always to avoid any genuine interchange of personal feeling. Finally, the officer is able to throw Pip into a state of confusion by questioning his motives. Pip's capitulation at this moment may not be completely convincing, but then the play is not really about why Pip gave up. Mr. Wesker knows that England is full of young aristocrats who have helped commoners to the edge, then abandoned them. And the last portion of his play becomes a demonstration that although the working class has the potential for changing the system, its leaders inevitably appear to be subverted into first believing they can do more to relieve injustice from above, then gradually adopting a more cynical attitude.

The beauty of the play lies, I think, not so much in its provocative text, as it does in the concept of its presentation, its selection of dialogue and action, and its precise and vital staging. Jocelyn Herbert's radiantly barren settings, ironically contrasted with a gay red-and-white striped aerial against a gray cyclorama, are so designed that the play can move briskly through a number of locations without ever losing the total unity of the camp. And director John Dexter has orchestrated these scenes so beautifully that we accept as natural the device of walking out of one action into another, or having Pip change into an officer before our eyes.

Furthermore the actors are as disciplined and merciless as the system they mock. To the role of Pip, Gary Bond brings great intelligence and a kind of pleasure in refinement that suggests he will be unable to conquer his own distaste for impurity or disorganization. As the rough-tongued Corporal Hill, Alan Dobie tempers the joys of excoriation with the sadness of a man who subconsciously realizes that he is really the victim of his profession, doomed to an unending series of eight-week sessions in which he will turn men into impersonal fighting machines. Corin Redgrave's pilot officer is a chillingly smug portrait. Derek Fowlds as the hero-worshipping Charles rises to an eloquent, resentful anger over Pip's charge that Charles belongs to a group of "good, well-meaning, and intelligent people who have never made a decision in their lives." And perhaps most memorable of all is Ronald Lacey's at first comic, then anguished portrait of Smiler, the awkward recruit whose natural grinning expression constantly gets him into trouble.

While *Chips with Everything* is in some respects a loaded thesis play, it is also honest in that the author has set down with accuracy and insight a mileu of which he himself has been a part. And if his officers are a trifle too one-sided, this is balanced by his representation of the enlisted men as somewhat too apathetic and irresolute. For behind the entertaining and highly dramatic quality of Mr. Wesker's play we sense a more basic lament that men too easily permit life's potential banquet to be reduced to small potatoes.

WHY is it that the current presentation of *Spoon River* seems less effective than was Daniel Reed's one-man presentation of material from the same Edgar Lee Masters work? Certainly Betty Garrett, Joyce Van Patten, Charles Aidman, and Robert Elston enact the material with skill and style. What is missing, however, is the cumulative, imaginary creation of a town, in the mind's eye of the poet, or an insistent, passionate attitude toward life driven home by one character. Instead, the evening becomes a series of amusing and touching minor vignettes interspersed with folk songs that are unimportant interludes. They succeed in breaking up something that is already much too segmented.

—HENRY HEWES.

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35 The Funnies: An American Idiom, edited by David Manning White and Robert H. Abel

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LITERARY HORIZONS

Postscripts to His Experience

I SOMETIMES believe that F. Scott Fitzgerald owes his present high critical reputation less to what he achieved than to what the critics feel that he might have achieved. He wrote one truly fine novel, *The Great Gatsby;* but everything else, as he himself admitted at one time or another, is seriously flawed. Moreover, as he also admitted, with many moans and much self-condemnation, he wrote for money a great deal that was purely trivial.

Yet there is nothing he wrote, however faulty, however commercial, that does not make one realize that this was a writer. And one realizes it with particular force as one reads *The Letters of F. Scott Fitzgerald* (Scribners, $10), which Andrew Turnbull, author of an excellent biography, has edited. Fitzgerald's letters are important in a variety of ways, some of which I shall discuss; but perhaps they are most interesting as a revelation of the extent to which he was, by temperament and training, a man equipped to write.

Turnbull has not arranged the letters chronologically, as might have been expected and as would have had certain advantages, but has grouped them according to the persons to whom they were addressed. He has chosen to begin with a long section, 100 pages, of letters Fitzgerald wrote to his daughter, Frances Scott Fitzgerald, known as Scottie. That seems rather surprising, for these letters were written near the end of his life, from 1933 to 1940; but I can see why Turnbull wanted to place them first, for in them we find the fullest expression of Fitzgerald's personality. As Turnbull says, "The letters to his daughter . . . are uniquely self-revealing and touching in their concern. As though reliving his life through her, Fitzgerald advises her from the depth of his conscience, and no American author of his stature has put so much of himself on paper for the sake of one of his offspring."

Fitzgerald's relationship with his daughter was of a special sort, if only because, in view of his wife's illness, he felt that he must perform the duties of both parents. Moreover, he was acutely anxious that she not repeat the mistakes that he and Zelda had made. He lectured her with almost shocking severity about her behavior, watched over her education at boarding school and at Vassar, advised her on her reading. He wrote with pitiful candor about the decline of his reputation and the death of his hopes: "You don't realize that what I am doing here [Hollywood, 1938] is the last tired effort of a man who once did something finer and better." He spared her nothing: ". . . I decided to marry your mother after all, even though I knew she was spoiled and meant no good to me. I was sorry immediately I had married her but, being patient in those days, made the best of it and got to love her in another way." Yet, no matter how much he chided, no matter what unpleasant facts he felt compelled to reveal, his letters are saturated with affection.

The letters to Scottie are balanced by an even longer selection of letters to Maxwell Perkins, Fitzgerald's editor at Scribners and one of the great editors of all times. The earliest of them was written in 1919, telling Perkins about the novel that became *This Side of Paradise,* and each book he wrote thereafter is discussed, sometimes in many letters. In this correspondence we see Fitzgerald as the serious professional author that he was from the first. There are glimpses of the frivolous Fitzgerald, the man of the legend, the symbol of the Jazz Age; but even in the gayest, most reckless years he was a conscientious craftsman. He was also, always, a man with financial problems, and these he confided to Perkins, who was unfailingly patient and helpful. It would be hard to exaggerate the importance of this stable relationship in Fitzgerald's unstable life.

There are letters to Edmund Wilson and John Peale Bishop, friends from Princeton days—some of these appeared in *The Crack-Up,* which Wilson edited in 1945, in the first attempt to rehabilitate Fitzgerald's reputation — and there are letters to Ernest Hemingway. Fitzgerald met Hemingway in Paris in 1925, and instantly liked him and his writing. The friendship cooled off in time, but the two men continued

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to correspond after a fashion, and in the last weeks of his life Fitzgerald wrote his old friend in praise of *For Whom the Bell Tolls*. As for Wilson, the letters show clearly how much Fitzgerald valued his judgments. In the letters to Bishop, on the other hand, Fitzgerald himself adopts the role of mentor. All in all, these three groups of letters are rich in comment on the art of fiction.

After some shorter groups, we have a section of miscellaneous letters, one or two to a correspondent. One of Fitzgerald's many attractive traits was his loyalty to old friends, and there are numerous letters to persons he had known in St. Paul in his youth. He retained an affection for and interest in Princeton, and the last letter in the book is concerned with undergraduate affairs. Despite the many cares of his later years, he made greater efforts than most people are capable of to keep in touch with the intimates of an earlier time.

There are two dominant themes in the letters: money and books. As everyone knows—it is part of the legend—he made lots of money at the outset of his career, spent it recklessly, and forever after, except for very short intervals, was in debt. The sad facts are spread on the record, particularly in letters to Perkins but in others as well. By the time he had learned a hard lesson, he had heavy responsibilities to Zelda and Scottie, and Hollywood was his only salvation.

As for books, he wrote about them constantly: his books, his friends' books, books being currently published, and classics. He was perhaps an erratic critic, and some of his enthusiasms, say for Cabell and Van Vechten, are not today easy to understand; but on the whole he judged his contemporaries wisely and sometimes with extraordinary insight. He was fond of advising young people—his daughter, of course, but others too—on what they should read. Futhermore, it might be noted, he was generous far beyond the custom of established writers in reading the manuscripts of beginners.

There are materials in this volume to keep the critics busy for years to come, but what should be emphasized is the appeal the letters have for the general reader. I have been able to touch on only a few of the topics that are considered: there are, for instance, some letters about politics that will surprise many persons. It is a rich collection, and, as I began by saying, not a letter lacks the Fitzgerald touch. And through them all we see a man who, as we know more about him, seems more and more admirable.

—GRANVILLE HICKS.

CAREER SOLDIERS

Through the Ranks to the Top

***George C. Marshall: Education of a General,** by Forrest C. Pogue, with the editorial assistance of Gordon Harrison (Viking. 421 pp. $7.50), details the long preparatory years that led to the military leader's appointment as Chief of Staff. "Arms and Men" and "The Martial Spirit" are among Walter Millis's books.*

By WALTER MILLIS

GEORGE CATLETT MARSHALL, who grew up in a small town in the western Pennsylvania coal country at a time when it was still largely bucolic, was probably the ablest American military leader of the Second World War. He stands comparison with the best military professionals of Europe and Asia, while as Secretary of State and Secretary of Defense he was later to reveal a large competence in civil as well as military affairs. Almost alone among the major figures of the war era, he refused to write his own memoirs; but he left masses of personal and official papers behind him to be converted into a scholarly biography. It has been awaited with avidity.

It would be idle to pretend that this, the first of three volumes, is other than a disappointment. One of the mysteries of the war is how men trained in the generally narrow life of the Old Army could rise so successfully to the fearful responsibilities of top command in the world's greatest conflict. This book, covering the long preparatory years (it ends just as Marshall's real career began, with his appointment as Chief of Staff in early 1939), should throw more light upon the question than it does. Whether through want of skill on the part of the biographer, or the resistant nature of his subject matter (Marshall, for all his voluminous papers, was an apparently reticent and outwardly colorless man who would be a difficult problem for biography at its best), little sense either of the man or of what made him emerges. We understand that from the beginning he was serious, hard-working, possessed of an intense ambition and with a native ability to justify it. What escapes one in this pedestrian recital of often nonsignificant detail is the nature of that ability.

George C. Marshall — "fearful responsibilities."

Even as a cadet at Virginia Military Institute he not only made first captain in his final year; he also "developed an austerity and coolness of manner that characterized him thereafter." His efficiency reports as he came up through the mill (it was fourteen years after his first commission that he was promoted to captain) were always superlative; whatever he was set to do he did well, and admittedly his tasks were not inappropriate to the training of a leader of great citizen armies. He was a subaltern in the Philippines in the latter days of the insurrection; he was an instructor of the National Guard during its rejuvenation after the Spanish War; he was a corps and army staff officer during the tremendous (but brief) interlude of the First World War, coming out of it with permanent rank of major to face the old routine of small posts, dwindling appropriations, sluggish promotion, and blank horizon.

But if the service was narrow, it was not without its instructive aspects. Marshall was a regimental commander in Tientsin amid the complex Chinese politics of the Thirties (to which he was to return a decade later as special ambassador). He had a considerable role in organizing the Civilian Conservation Corps in the Depression years, which was good training for staff work in a major mobilization. He was the strict and creative head of the Infantry School at Benning for

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five years; he finally got his star and commanded a brigade at Vancouver Barracks, but that was in the impoverished era when brigade command was rather more a public relations than a military responsibility. As the days were darkening after Munich in 1938 Marshall was called back to Washington as chief of war plans in the General Staff, which made him a contender for the top prize, Chief of Staff. The maneuvering that followed is of interest. Everyone pulled wires. But it was probably because Marshall pulled only those that were recognized as legitimate that he beat out his chief rival, Hugh Drum, who resorted to less allowable devices of politics and publicity.

THAT must come afterward. This book is concerned with Marshall's narrow life as a soldier in a nonmilitary, often antimilitary, society about which he seems to have understood very little except his duty. It is a vignette of the Old Army—its lives, ambitions, loves, and frustrations. If this was the "education" of a general, the general himself is left to the later volumes. Until they appear, one can return no just verdict either upon Marshall or his biographer.

Soldier Out of Step with His Times

The Age of Wellington: The Life and Times of the Duke of Wellington 1769-1852, *by Leonard Cooper (Dodd, Mead. 308 pp. $6.75), and* ***Wellington's Peninsular Victories,*** *by Michael Glover (Macmillan. 192 pp. $5), picture a formidable gentleman and his triumphs. Charles Hoyt is a specialist in the Georgian Period.*

By CHARLES HOYT

"I have seen Napoleon, who seem'd quite a Jupiter,
Shrink to a Saturn. I have seen a Duke
(No matter which) turn politician stupider,
If that can well be, than his wooden look . . ."

BYRON did not have to be explicit. As in Elizabeth's time there had been one great earl, Leicester, so during the Regency there was but one duke: Arthur Wellesley, the Duke of Wellington. Unfortunately, the rest of the description evokes the man as well: there have been many other good soldiers who became bad statesmen, but few who managed to turn the electorate against themselves so immediately and so overwhelmingly. When, in the third year of his administration (1830), he rose to answer Earl Grey on the issue that was threatening to tear all England apart, parliamentary reform, he managed at one stroke to bring his own party to "shocked amazement," as Leonard Cooper puts it, and the opposition to "barely concealed delight." It was not that he was out of touch with the times; to a great extent he'd never been part of them.

He was a career soldier who had spent most of his life abroad serving a country that trusted foreigners only slightly less than its own military establishment. He was a gentleman, and a formidable one, at the dawn of the common man. He maintained a rigid personal code when revolutions —the American, the French, and, most of all, the Industrial—had turned the world upside down from the king, who fought with his queen in public, down to the workers in the stocking-mills who were breaking their own frames.

It was a time when a wooden look might be of some service. The younger Romantics thought him stupid; but it was not stupidity that brought him to victory over Napoleon's marshals, Masséna, Ney, Soult, Marmont, men who had shaken whole kingdoms down. It was not Wellington, either, who made the mistakes at Waterloo. There was something about the man that fitted him almost perfectly for his great work. He was not particularly imaginative, it seems, nor popular with the men, nor clever at speeches, nor even easy to get along with, for his king, his colleagues, or his wife and children. He had no vision. But in an age of supreme anxiety he could take up a piece of work and bring it to a successful conclusion.

—From "Wellington's Peninsula Victories."

The correlation between our time and Wellington's is one of Mr. Cooper's chief concerns. In fact, his actual subject is the age of Wellington—the age itself, as seen in all its peculiarities against the perspective of one remarkable career. It makes pleasant reading. The author's style is easy and light, anecdotal, humorous occasionally to the point of flippancy. It is a book which can be enjoyed in spite of some inconsistencies and uncertainties that hover over the reader like a cloud of gnats.

There is, for example, a certain amount of oversimplification, sometimes inevitable to be sure, but elsewhere misleading, as when Cooper suggests that George III was trying to restore Divine Right of Kings, or when he states that "evacuations of beaten armies have been a recurrent feature of British military history up to the latest of her wars, and her command of the sea has always, so far, enabled her to carry them out successfully."

A British author cannot be blamed, perhaps, for wanting to forget Yorktown.

THEN there are a few inaccuracies: it was Shelley, not Byron, who wrote "The Masque of Anarchy"; some contradictions: on page 151 we read, "As for the Portuguese soldiers, he had very little opinion of them, but, at the worst, they were probably better than the Spanish"; on page 159, "Wellesley already had his suspicions about the value of his Spanish allies, but may have consoled himself with the thought that they could not be worse than the Portuguese." Mr. Cooper also has a curious and disconcerting trick of repetition: on page 86 he writes of Canning, "It was said of him that he never made a speech without making an enemy," and again on page 119, "It was said of him that he never made a speech without making an enemy. . . ."

This convulsive disorder is of epidemic proportions by the middle part of the book, reaching its climax with the close of Chapter Twenty, which concludes with the identical quotation that ends Chapter Eighteen.

I should add a word or two about Michael Glover's *Wellington's Peninsular Victories,* a recent title in the admirable British Battles Series. For those who prefer their history slightly more *au jus,* these books are the answer.

Mr. Glover's story, told economically and well, is largely taken from contemporary accounts. It provides highly technical and useful assistance to the reader of the more popular versions of Wellington's life and achievements.

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Cornered Market on Morals

The Pseudo-Ethic, *by Margaret Halsey (Simon & Schuster. 128 pp. $3), states that we have become a one-institution society, and that institution business. As a free-lance writer Emile Capouya frequently comments on American mores.*

By EMILE CAPOUYA

IN HER rural retreat Miss Margaret Halsey hasn't heard about the taboo: No names, please. Most especially not the names of Whittaker Chambers and Alger Hiss. The first makes us feel itchy all over, and about the second there hovers the suspicion of a miscarriage of justice—or, as they say in higher circles, a frame-up. As we all know, Professor Sidney Hook closed the debate some years ago. He said, in sum, "It's all right, folks. I've looked into it. He's guilty as charged. You can all sleep easy."

But the Muse of History does not sleep; she goes on muttering about that Woodstock typewriter. And at last Richard Nixon writes a book, and, just in passing, congratulates the FBI on having found the typewriter four months before Mr. Hiss found it. A slip of the pen, of course, and easily explained. The error is chargeable to one of Mr. Nixon's literary secretaries. You know how hard it is to get intelligent help these days. They can't even spell *lapsus calami.* So, please, no names.

Miss Halsey, in White Plains, hasn't heard or doesn't care. The funny smell, she tells us, comes from the earthly remains of American public decency, done to death with many a hack and slash, the most grievous of which was the convicting of Alger Hiss on the testimony of that admitted perjurer, that Bo-Peep among ex-Communists, Whittaker Chambers. She does not suggest that all lying in high places, all delinquency on the part of upper-class youths and maidens, the jolly nexus of corruption that unites the humblest citizen with the most exalted, can be traced infallibly to the Hiss case. But she does argue, and convincingly, that the nation that finds Whittaker Chambers an acceptable instrument is in trouble, so that a ready wit could fill in the rest of the story from that detail alone.

The traditional ethic that once regulated our public conduct, Miss Halsey says, has been replaced by a more useful, more convenient one. That ethic she calls, quite uninvidiously, the psuedo-ethic; its peculiar utility is that it helps maintain the single institution to which, in America, all private hopes and public plans are assimilated—business. The false ethic has four major attributes, she says, and they are worth examining. "It looks down rather than up for authority and sanction." That is, the lowest common denominator of taste and conduct is the ideal canon, and whatever is popular is right. "It is consistently vague and evasive and depends a great deal on communication by default." That is, the decisions our leaders do not take, the events that the older morality would have demanded and that in our day quietly don't happen, are important instruments of public education. (Miss Halsey's examples are drawn, appropriately enough, from the conduct of our last two Presidents.) "It often holds up as desirable behavior what are in effect crazy inversions of the traditional ethic it has supplanted." That is, it's all right to shoot your neighbor in the doorway of your bomb shelter. "It is indissolubly linked to, and could not exist without, anti-communism as a domestic issue." That is, patriotism is the last refuge of a scoundrel, and nowadays there is only one recognized form of patriotism.

How did all these good things come about? It doesn't quite do justice to Miss Halsey's argument to answer bluntly that as we became a one-institution society, and that institution business, the pseudo-ethic that sustains our chief preoccupation just growed up like Topsy. But that's the size of it, and I think the theory responds pretty well to our intimations of reality. Nevertheless, three of the author's observations make me uneasy about the ultimate bearing of her book. Firstly, she suggests, *passim,* that if our moral tonus is so dangerously slack it can only be restored if we suppress our customary cheap compassion and punish social delinquents with due vigor. That, to me, tastes of "Bring back the birch!" Deplorable, I think, and otiose; the cure for social disorder on the grand scale is not individual punishment but revolution. Miss Halsey herself seems partly to recognize the fact, as I mean to show, but I suspect she confounds retribution with redemption.

Then, I think she is unfair to "the preoccupation of some intellectually fashionable writers with drugs, crime, drink, and sex deviations—at the expense of a broader view of life." The best of those writers are interested in the very values Miss Halsey defends, but they are portraying (directly and through metaphor) the society they see about them, and that society is—the one Miss Halsey describes. Will she not think it Philistinism when, in its turn, her book is attacked for dwelling on the corruptions and not the beauties of the American Way of Life? It will be so attacked, I promise her. And it is too easy to charge that the author who writes about drug-addiction is indirectly contributing, with his tacit confession to helplessness, to the maintenance of the status quo. To show just how easy, I am going to retort the charge upon Miss Halsey.

She demonstrates that we are in a bad way, and she proposes a revolution—the creation of a multi-institutional society to replace the present business totalitarianism. *Then,* she says, "there would be at least a fair chance of initiating Congressional reform." That is, if we rend and deracinate the very basis of our days and ways, we may possibly get cloture through the Rules Committee. Such a program, it seems to me, is the articulation of political impotence, a confession, *sotto voce,* of despair.

Miss Halsey, then, is a liberal, a writer whose moral passion is not yet on speaking terms with her political insight. Too bad. *The Psuedo-Ethic* is a splendid book as far as it goes.

FRAZER YOUNG'S LITERARY CRYPT NO. 1054

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1054 will be found in the next issue.

DFT GNYBKT NM V BOHTB OK

VWANKD VWSVQK POKVE-

EBNHTP NM RQ ODK KNYBGT.

GNGDTVY

Answer to Literary Crypt No. 1053

Unlike grownups, children have little need to deceive themselves.

—GOETHE.

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Orphan Annie Under Analysis

The Funnies: An American Idiom, *edited by David Manning White and Robert H. Abel (Free Press of Glencoe. 304 pp. $7.50), tries to determine whether the comics mirror our civilization. Jerome Beatty, Jr. is cartoon consultant to Esquire.*

By JEROME BEATTY, JR.

EVERYONE knows the funnies aren't funny any more. How and why they've changed and what they've changed into is something you may have asked yourself as you followed your favorite characters during the past decades. This book is an illuminating and at times fascinating collection of articles and essays on the matter.

Nothing could illustrate the change more dramatically than to find out that kindly, lovable, advice-dispensing Mary Worth of 1963 hit a friend on the head with a lamp in 1937 and said, "You couldn't keep your big mouth shut by yourself, so I helped you out."

The authors state they wanted to find out if the comics mirror our civilization. They not only have reprinted stories on the subject that have appeared over the years, but they have gotten some original studies from various interested people, and they have contributed a few pieces themselves. I don't know about the mirroring, but they have definitely proved that the mere two-dimensional drawings of fictional characters and episodes loom tremendous in our consciousness.

When you read a strip long enough, you begin to believe they are real people. It's even more amazing than in radio soap operas, where you at least hear voices. When Skeezix got married he received piles of wedding presents—real ones—in the mail. When Milt Caniff killed one of his characters, millions of readers got extremely upset, sending flowers for the funeral and seriously condemning the artist. When I finished reading the long and delightful story in this book about Charlie Brown and the little crew in Schulz's *Peanuts*, I thought of them all as honest-to-goodness human beings. After all, they have a consistent philosophy that leaps out beyond the diurnal newsprint on which it appears. As for Oliver "Daddy" Warbucks, there's a right-winger who has caused me as much heartache as Westbrook Pegler any day in the week. Bob Abel's piece in this book explains that.

About a third of this book is devoted to studies of the comic strips by sociologists, psychiatrists, and other serious-minded folks. They want to know the "class of people" who read them. They use "projective attitude measures" to learn if Rex Morgan's propaganda on mental health is getting through to the high school kids. They find "downward mobile" readers in another survey. They find that 86 per cent of the single men in adventure strips are taller than the girls, while almost half the married men are *shorter* than their wives!

The discovery of the comic strip by the scientific community is fairly new, I guess. It's sort of a reverse "in" thing, where they can say to us clods who read the strips, "Oh, didn't you know, it's in the *funnies* where the secret of life really is—not in the lab, where you thought." We could have told them that long ago, if we had only been able to think of it. Still, the charts and the penetrating analysis of these pen-and-ink figures really add stature to the comics, which are read more than any other feature in the daily and Sunday papers. So if the men with the clip boards and the mice want to probe—let 'em.

Me, I'll take Al Capp's perfectly un-

(*Continued on page* 41)

Almanacs (from Arabic *al-manakh*, "the climate") have existed in some form since the beginnings of astronomy and its sister "science," astrology. The first travesties of serious almanacs appeared in the seventeenth century; the most famous was published in London from 1835 to 1853, and boasted contributions by Thackeray and cartoons by the immortal George Cruikshank. Thomas Yoseloff, in *Comic Almanac* (Yoseloff, $5), has collected some of its outstanding material, proving that jokes about such things as politics, horoscopes, life in "society," and weather prognostications have altered little in a century. Thus, "Rain may be expected about the 4th . . . of this month . . . but this does not follow that it will come. If it does not, it will fall at some other time . . ."

"LEO—Androcles and the Lion."

"MAY—A new drop scene at the Opera."

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Caught in a House of Cards

The Journey and the Pity, *by Pawel Mayewski (Scribners. 178 pp. Hardbound, $3.50. Paperback, $1.65), portrays a Kafkaesque "settlement" led to question its own laws. Theodore Ziolkowski is an associate professor of German literature at Columbia University.*

By THEODORE ZIOLKOWSKI

AMONG the more popular forms of postwar European literature is a derivative of the allegory that can most precisely be defined as realistic abstraction. It is typified by a structure that is conspicuously symbolic or "abstracted" from reality, coupled with closely realistic details of characterization and dialogue. In its supreme fictional form, as in the prose of Kafka and Camus, it offers a persuasive model of human existence reflected in the lives of plausibly depicted individuals.

Pawel Mayewski's *The Journey and the Pity,* a first novel by a Pole who is now a U.S. citizen and writes in English, has more in common with this European category than with the tendencies of postwar American fiction. The scene is a "settlement," enclosed on three sides by walls and cut off on the fourth by a great mountain range. The settlement, subject to rather arbitrary rules imposed by an unseen "outer office," has an elaborate bureaucratic hierarchy that exists solely in order to enforce the rules and to supervise the construction of a railroad that will eventually lead across the mountains to whatever lies beyond.

The story, a first-person retrospective narrative by the former "labor and construction administrator," depicts three calamitous days that mark the "decomposition" of the order of life in the settlement. The action begins innocently enough with the death of a dog, Pandur, who guards the northern wall. When it is discovered that the dog has been poisoned, the shocked populace realizes that two of the cardinal rules of the settlement—the curfew and the "route"—have been violated. The rules had never before been questioned; they existed and were obeyed in blind faith. Now, this seemingly simple incident symbolically reveals the breakdown of that faith, and all order begins to collapse. The outer office withdraws its support, the work on the railroad is discontinued, and the settlement is suddenly left alone with recourse to no authority outside its own hermetic isolation. The novel can be interpreted as a religious allegory, a political parable, or a symbolic representation of the collapse of values in the twentieth century; but it is not really necessary to specify an allegorical reference.

Within this tightly organized framework we find what amounts to a textbook of contemporary philosophical problems. The question of abstraction *vs.* existentialism arises in the disputes between the bureaucracy and the workers. For the latter the railroad is a concrete job that must be carried out from one day to the next; the former, idealizing it, tend to regard the act of building as an end in itself or, on the other hand, to overlook the actual labor in favor of the envisaged ideal. Other passages deal with the identity of the individual, the alienation of man from authority and from his fellow man, the dilemma of the individual confronted with a disintegrating reality, the necessity for commitment, and the problematics of narration. At times these themes are introduced so abruptly and with such a lack of integration as to arouse the suspicion that the author was afraid of omitting any relevant "modern" problem.

Despite the efficiency of the structure the novel falls down where it should distinguish itself as fiction: in its realism. Certain scenes attain vividness through the Chaplinesque gesturing and grotesque *tableaux* characteristic of Kafka. But the narrative reveals a curious unevenness of diction, and the dialogue all too often sounds like a translation. The characters have names like W. Smith, Darvieux, Loewenstein, and Popoff, which reflect the placelessness of scene; but they rarely come to life. We know them only as an accumulation of violent gestures and awkward dialogue. Similarly, the whole "reversal of circumstances" for which the workers clamor is discussed in the most abstract terms.

THE fascination of Kafka stems from the way that his plots, once one accepts the absurd premise, proceed with inexorable logic and attention to concrete detail. We are equally ready to grant Mayewski his premise; but he fails to respond by giving us the textural consistency that we demand of fiction. The realistic abstraction, when it succeeds, balances the abstract structure with convincing realism of detail. Mayewski's novel displays a brilliantly conceived framework that remains an intellectual conception; the skeleton is not filled out with the flesh and blood of fictional life. This is a pity, for I think that Mayewski has something to say that is important and, in American fiction, unique. As it stands, the work is neither completely integrated nor fully developed.

Herbert Kubly and Charles Webb—"small horrors into great terrors" and a parody.

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The Poison Ivy League

The Whistling Zone, *by Herbert Kubly (Simon & Schuster. 348 pp. $4.95), and* ***The Graduate,*** *by Charles Webb (New American Library. 238 pp. $3.95), two first novels concerned with the campus, tackle sorry and humorous aspects of American life there. Charles Shapiro teaches English at Briarcliff.*

By CHARLES SHAPIRO

KARL MILLER, in a recent issue of the English periodical *New Statesman,* reported to his countrymen that in America the college novel "is now a cottage industry." And so it seems, as book after book assaults us with tales of assorted hypocrisies committed under the name of higher education.

There are reasons to account for the steady outpouring of fiction inspired by the halls of ivy. Most writers have either attended, taught, or guested at universities; deviations from decency and courage seem the more horrible when measured against the expectations of collegiate culture; and, aside from the army, there is no other place in American life that tosses together such a large group of interesting people. Students are theoretically discovering themselves while faculty members are theoretically reexamining their values. In an intensified fashion the American campus becomes symbolic of American life, of our failures and our hopes.

Herbert Kubly, winner of the National Book Award for *An American in Italy,* enters the ranks with his first novel, *The Whistling Zone,* a serious attempt at determining what is rotten at Campus, USA. His protagonist, Christian Mawther, is an earnest, haunted young Easterner who goes to the Midwestern Alakamo University as associate professor of something called "communications" and becomes involved with the usual battalion of academic phonies. Students reflect the sorrier aspects of American life, administrators smile and plot, and the teachers and their untamed wives are displayed as the same sad specimens we have come to recognize from previous college novels. (Thank God, our high school seniors don't read, for if they sampled these works they would never want to further their education.)

Where Kubly differs from so many others who have examined the same territory is in his use of the grotesque, his controlled projection of small horrors into great terrors. Petty troubles loom large, and the campus becomes a playground akin to the settings of Nathanael West. Kubly is concerned with the meanings of what has happened to Christian, and his deliberate exaggerations, often humorous, are aimed at letting us know rather than letting us merely laugh. A psychology professor has invented a machine for causing nervous breakdowns, a "psyche disintegrator," and the "operatees," as the dean explains to Christian, "are student-volunteers, from lower-income groups." They are, of course, given full scholarships providing they maintain a B average.

There is a good deal of violence to *The Whistling Zone* and a good deal of sex; but it would be a mistake to dismiss this as just another college novel. Kubly has taken overly familiar fictional materials and transformed them into art.

Of course, as any proper student of the American college novel knows, there are many sub-species to the genre, and the latest entry, Charles Webb's *The Graduate*—another first novel—is of the "he-just-graduated-from-college - and - is - a - mess - until - he-straightens-out" type. The moody hero, Benjamin Braddock, has come home after accumulating assorted academic honors at "a small Eastern college." His Babbitty father can't get close to his precocious lad. "'Ben?' Mr. Braddock said quietly, staring back at him, 'don't you ever swear at your mother or me again.'" Ben continues to swear and takes a lot of walks to think things over.

While thinking things over Ben has some fairly humorous sexual and social adventures and tosses out a lot of college-acquired philosophy. "The graduate comes home. He gets disillusioned. He gets bitter. He sits around home and goes to pot. His parents wring their hands and blame his failings on themselves. I mean—yes. . . . It has kind of a hearts and flowers ring to it."

Webb's parody of Ben's parents and Ben himself is too forced and far too heavyhanded. They are a bit too foolish to be real and not foolish enough to be truly funny. And when Ben gets around to going to bed with the wife of his father's partner and then gets involved with the lady's daughter the novel becomes inept and ridiculous.

Caning in Cairo: In terms of story line and the author's narrative skill, Gwyn Griffin's ninety-one-page novella *A Significant Experience* (Holt, Rinehart & Winston, $3) is a success. He knows how to build suspense and how to make his reader see what he is seeing. In the case of this story of the caning of a seventeen-year-old cadet at a British regimental training school in Cairo in the 1940s, the seeing is quite gruesome. The caning, described by the officer who sanctions it as a "significant experience" which will profit the cadet, is far from a disciplinary action, since it is brought about at the instigation of a captain who cannot face his sexual desire for the cadet.

This is powerful story material. Sad to say, Griffin destroys it by using it as an examination of man's eternal inhumanity to man. By choosing to look down from a godlike height to analyze the motives and reactions of each man involved in the caning, rather than following the story from one decent person's point of view, Griffin kills off reader identification. Granted, we attend the actual caning through the eyes of one man, Major Seligman; but though we may share his revulsion at the punishment we cannot feel an emotional oneness with him because he proves himself no better than the other men involved. Seligman refuses to prevent the caning because the victim will be sent to a line outfit as an alternate punishment, instead of receiving the commission in Intelligence he desires. Furthermore, Seligman knows that he, as the officer of highest rank, will suffer if the punishment is stopped, thus leading to an inquiry into the incident. He seems a strange choice for the author's spokesman.

Even more curious is the fact that, though he pokes into the soul of every other man at the caning, Griffin completely avoids the one man whose thoughts would be most interesting of all—the sergeant-major who actually administers the twelve strokes with the heavy cane. It is a damaging omission.

Ultimately, because of the author's approach, *A Significant Experience* dwindles to nothing more than a bit of well-done horror for horror's sake. If no one in the book really cares, why should anyone reading it care? It would be like crying at a stranger's funeral when the immediate family is unmoved. Memorable fiction is that which produces emotional involvement, not a cerebral appreciation of an icy style.

—HASKEL FRANKEL.

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Feathers in Her Fool's Cap

Germaine: A Portrait of Madame de Staël, *by Wayne Andrews (Atheneum. 256 pp. $5.75), attempts to create a living likeness of the celebrated "bas-bleu" and hostess to the world. Laurent LeSage teaches French literature at Pennsylvania State University.*

By LAURENT LESAGE

IT IS remarkable how often the story of a triumphal life might be told as a tale of failure. The events that compose it run a course parallel to disaster, and the person of destiny often seems to merit a fool's cap more than laurels. This is surely true of Germaine de Staël, the greatest woman of her day yet in many ways a fool and a failure.

She was the daughter of Necker, the great financier of the late eighteenth century, whose personal wealth backed the show Germaine was to put on. Without it she could not have played the role of queen of Parisian society and, exiled to the family château in Switzerland, that of hostess to the world. Doubtless the fact that the government still owed her two million francs explained why Napoleon, and after him Louis XVIII, tolerated at all this thorn in their flesh. For Mme. de Staël, disciple of Rousseau and of the *philosophes* she had met at her mother's famous Fridays, was an ardent liberal whose salon was a hotbed of opposition and whose writings carried her campaign of sedition far and wide.

It was money, too, that had given her as husband the Swedish ambassador, money that often kept her lovers in leash, money that held all her retainers —the writers, the scholars, all those who flocked to her board. But how much of her position she owed to a name and a fortune is a question that would have troubled her little. Mme. de Staël seems to have been incapable of embarrassment and may never have looked at the reverse side of her triumphs.

Famous for her intelligence and wit, Necker's daughter prattled in drawing rooms throughout Europe, sent letters of advice to kings, and wrote books on subjects often beyond her. She simply ignored those who said she should shut up, who found her turbans and feathers as ridiculous as her opinions. If Goethe

Germaine—"incapable of embarrassment."

pleaded a bad cold in order to avoid her, she simply waited until he got well. Nothing could really faze her. Her treatises on literature, politics, and love have a prominent place in world letters; yet even critics of her day recognized the superficiality of her knowledge and the speciousness of her arguments.

Was she more sensitive in matters of the heart? Her conquests were prodigious—Talleyrand, Narbonne, Montmorency, Constant—but no one loved her as she wished, and her liaisons were a succession of quarrels. The public, well aware of her woes, made up unflattering jingles; Napoleon just called her a whore and an ugly one to boot. There is no indication that Mme. de Staël considered her behavior in love as even grotesque, and what she could not solve to her liking in life she solved in her two romantic novels. Perhaps here is the real triumph of Mme. de Staël—not in her notoriety nor in her actual accomplishments, but simply in her refusal to admit she could fail.

The career of this indomitable female, who cut a wide swath through history (reign of Louis XIV, Revolution, Empire, Restoration), has been told with increasing detail and complexity as historians working from documents constantly coming to light explore more of her activities and associations. The avowed purpose of this new biography is to create from the accumulated mass of material a living likeness of the subject. The result is not quite that. Germaine as a person does not altogether emerge from a terse narration that progresses somewhat like a movie—shots here and there, focus on the main scenes—with too much of the task of integration and motivation left to the reader. Perhaps the subject really requires a more conventional treatment, ample and smoothly flowing. One might conclude so after comparing the present work with that of A. Christopher Herold, whose life of Madame de Staël appeared in 1958.

Peculiar Treasure Updated: Edna Ferber's latest volume of personal reminiscence is principally concerned with events since 1939, where her earlier informal autobiography, *A Peculiar Treasure*, ended. Highlights of these later years, as Miss Ferber reports them, are the rebuilding of "Treasure Hill," her country estate at Easton, Connecticut; the writing and reception of *Saratoga Trunk* and *Giant*, and her brief stint as a war correspondent in Europe and England. But in between there are many fond backward glances at her childhood in Appleton, Wisconsin, where her indomitable mother ran a general store; her four years as girl reporter in Appleton and Milwaukee, and her emergence as one of the most popular and prolific writers in American literary history.

Above all, though, *A Kind of Magic* (Doubleday, $5.75) is a springboard for Miss Ferber's opinions on a wide range of subjects. She tells what she thinks of the places she has visited—among them, New York City ("half palatial dream city, half foul slum"), Texas (the dirtiest word in her vocabulary), Israel ("I never, in all my travels, felt as alien in any country . . . as in Israel"). She discusses her heroines (Ida Tarbell, Jane Addams, Edith Hamilton, Eleanor Roosevelt, and her mother), the role of women in society, and the celebrities she has known.

The minutiae about Treasure Hill are not likely to interest most readers nearly as much as they do the author; and her reminiscences of the last war are also often disappointing, consisting as they do for the most part of recollections of handsome majors and colonels whom she met or the old friends she ran into in Europe and England. On the other hand, her accounts of the slave laborers' crematories at Nordhausen, of her visit to Buchenwald, and of VJ Day in New York City are first-class reportage.

A seasoned, hard-working, and dedicated writer, Edna Ferber is similarly interesting when she tells of the trials and delights of her trade. Moreover, apart from a tendency to overvalue her own fiction, she is worth listening to.

—WILLIAM PEDEN.

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The First Golden Years

By ALICE DALGLIESH

IT IS fashionable now to refer to the years after sixty-five as "the golden years." Sometimes they are; sometimes they are not. But there is another all important set of golden years, those between two and five—or six. Parents are rediscovering the fact that these are the years for introducing children to pictures, stories, and books, if they are to be book-lovers. It is with regard to these years that Mrs. John A. Crislip of Tampa, Florida, has written an interesting letter. It is a long one, so I have space to use only parts of it. She says:

> I am writing you because of the various features you have written on children's literature. I think that I speak for many parents when I say that these articles are invaluable to us in selecting books for our children. I say this with one reservation only; cannot something be written concerning books for the child between eighteen months and three!
>
> By dint of scanning, browsing, reading books about books, articles such as yours and inquiring of librarians (the least rewarding source since few have read to this age child), I have gathered a group of books that I consider good . . . I would like to see an article specifically devoted to this age child, keeping in mind the relative sophistication today of the toddler. It has been my experience that this has been a rather barren area of publishing.

You are right, Mrs. Crislip, and the answer is partly an economic one. All too few parents have bought books for their children under three or gone to the library to look for suitable material. Supply often follows demand, and a number of parents have thought the money spent on good "young" literature a waste because "children destroy the books," which they do not if they have the right introduction to them. In order to have more books for this age group, parents should also buy the books that call for many rereadings.

I agree with Mrs. Crislip on some points, but feel she takes her two-to-three-year-old daughter rather far with A. A. Milne. Beatrix Potter's books may also have more charm, more meaning at four or five. She says, "I have found that some of Milne, for example, can be appropriate for this age, but one is forever needing to stop and define, after taking the greatest license with the text. . . . Even Beatrix Potter's sparse pictures can evoke questions not related to the text."

This means going too far too fast and does disservice to these small classics if not to the child. Questions not related to the text may indicate that the child is bored or that she is merely practicing that absorbing, newly discovered art of speech. At two to three she needs rhymes, songs, perhaps finger plays, pictures to talk about, and, most important of all, the experiences that give a basis for understanding. Her sense of humor is still very much related to sound and to unexpected happenings. It hasn't really got as far as Milne.

Mrs. Crislip rightly places much emphasis on sentence cadence and repetition. But she also likes to have all of the words and action within the experience and vocabulary level of the two-year-old. "This to me," she says, "is the only drawback to the poetry that is otherwise appropriate and such a favorite with this age child."

We have vocabularized children's reading almost out of existence, so let us not confine reading aloud within such narrow limits. If we do, we'll lose even the simplest of Mother Goose, which is loved for its sound and rhythm rather than for complete understanding. The mother of a two-year-old recently told me that she had read "Little Miss Muffet" over and over in one day, "And I'm quite sure that G—— doesn't know what a tuffet is, nor curds and whey." I went through my early childhood thinking that a cradle (which I'd never seen) was an elderly relative sitting in a tree top rocking the baby. What fun when they both fell down! It must have made a fascinating picture in my mind. Today's nursery-rhyme books supply the pictures—usually too many rhymes and too many pictures to the page. We do need a book with a few simple rhymes and large uncluttered pictures for the beginner.

It is not possible to give a full list of books here; these pages are chiefly for reviewing new books. It is not difficult, however, to get to know the names of the people who have the rare ability to make books for very young children. Yes, they *are* "authors," and their skill is an important one.

Very near the top of the list is Margaret Wise Brown, the success of whose books may have started the trend to rhythmic or cadenced text. Favorites among her books for the very young are the Noisy Books (Harper); *A Childs Goodnight Book, Goodnight Moon, Two Little Trains, The Big Red Barn, Four Fur Feet,* all on the William Scott list, along with *Saturday Walk,* by Ethel Wright, and other books for the youngest.

—From "Sarah's Room."

Lois Lenski also began to make a great contribution when her small boy wanted stories of everyday happenings. Everyone who has young children should know the Davey books, as well as the books that tell of the adventures of versatile Mr. Small, and the seasonal rhyming books—*This Is Spring* and so forth. All are published by Henry Walck.

Marie Hall Ets made story and pictures for one book that is perfect in its direct simplicity, *Play with Me*—with *A Walk in the Forest* almost as good (Viking). Françoise delighted children with her bright, clear pictures for the books about Jeanne-Marie, as well as *The Thank You Book* and *What Do You Like?* (Scribners). The last two are really conversation pieces and lead on to further ideas. It is sad that both Margaret Wise Brown and Françoise left us: writers who understand the youngest children are always much missed.

Perhaps if more parents begin to take the possibilities of the preschool years seriously, libraries and bookstores will have separate preschool sections. Some already have them. But in these years the children should own the books, to allow for many rereadings, and for the fact that someday the child may find he can read parts of the book himself.

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WHERE HAVE YOU BEEN? *By Margaret Wise Brown. Illustrated by Barbara Cooney. Hastings House.* 32 *pp.* $2.25. "Little Brown Bird/Little Brown Bird/ Where do you fly?/

I fly in the sky said the Little Brown Bird/That's where I fly."

It is a delight to see this small book republished. With its rhythmic conversations between child and animal, and charming red-and-black pictures by one of our artists who can draw animals, and give them an amusing twist, it is a gem. The rhymes are so simple that the child will soon be able to take one part, the adult another. Ages 2-6.

SARAH'S ROOM. *By Doris Orgel. With pictures by Maurice Sendak. Harper & Row.* 42 *pp.* $1.95. Another graceful little rhyming book with Maurice Sendak helping to make it—what he almost always makes a book—irresistible. Sarah, the older sister, kept her room so neat that she was allowed to have flowered wallpaper. Jenny, on the contrary (although our sympathies are instantly with her), kept her room in a mess—so wasn't allowed to go in to play with Sarah's entrancing doll house. One night Jenny has one of those compensating dreams in which she floats gently up to open the door of Sarah's room and actually goes into the doll house to be met by *live* dolls. After that Jenny is a changed child, and the sisters are united in love and happiness. Ages 4-8 (7?).

THE BABY BEEBEE BIRD. *Story and pictures by Diane Redfield Massie. Harper & Row.* 32 *pp.* $2.50. Parents, brace yourselves! This is, as jacket copy states, "an absolutely perfect bedtime story," and with the youngest children you may have to read it indefinitely. And then, later, you may have to let them read it to you. The animals at the zoo were very tired; they all settled down to sleep. "The zoo was very still . . . until . . . beebee—bobbi bobbi" (this repeats four times). The baby bird (new to the zoo) simply would not be quiet—all night long. But the animals taught him a lesson and he found out that "Nighttime is really best for sleeping . . . especially for very little birds." Charming pictures. Ages 4-8.

RABBIT BROS. CIRCUS: One Night Only. *By Kurt Wiese. Viking.* 40 *pp.* $3. "It is midnight. The big circus tent is quiet and dark. Everyone in the cars is asleep. But listen—." And it's a story worth listening to because it's an entertaining one with such lively pictures. The rabbits (invited to take over the circus and run it with the help of the circus animals) come, rabbit-like, in hordes. They have a wonderful time until—but the secret should not be given away. Delightful pictures. Ages 4-7.

CAPTAIN KANGAROO'S STORY BOOK. *Illustrated by Aurelius Battaglia. Selected by Robert Keesham. Random House.* 92 *pp.* $2.95. While this is a big shiny book with *Captain Kangaroo* pinkly proprietary on the cover, it has its merits. The stories have in general proved to be favorites of small children, and parents will like to find them conveniently arranged in one

—From "Pooh's Birthday Book."

place. There's a story from Hope Newell's *The Little Old Woman Who Used Her Head* (the children love these tales). Rose Dobbs has an amusing variant of *The Teeny Tiny Woman*; in it an old woman makes a teeny-tiny omelet from her hen's teeny-tiny egg. I'm also glad to see Lucy Sprague Mitchell's *How Spot Found a Home* (the number of times I've read that to children!) The stories grow a little older toward the end of the book. Pictures are in bright colors, good of their kind. Ages 4-6.

WHAT THE MOON IS LIKE. *By Franklyn M. Brandley. Illustrated by Bobri..* **BIRDS EAT AND EAT.** *By Roma Gans. Illustrated by Ed Emberley.* **LOOK AT YOUR EYES.** *By Paul Showers. Illustrated by Paul Galdone. Crowell. Each* 48 *pp.* $2.95. While these "Let's Read and Find Out" books are a continuing series they are almost always individual and interesting, with sentences that are not too choppy. They may be used for reading aloud, but are really planned for the child himself to read. Bobri's pictures of space children exploring the moon are marvels of simplification, while Dr. Branley's text tells all a small child needs to know about moon exploration. *Look at Your Eyes*, besides giving easy-to-assimilate scientific information, has an extra bonus in that it helps in understanding different types of children. Ages. 5-8.

A GIFT FOR SULA SULA. *Written and illustrated by Evaline Ness. Scribners.* 32 *pp.* $3.25. This fairy tale of two birds, a proud pelican and a beautiful orange-feathered creature that seemed to drop from the sky, takes place on a little rocky island in the Aegean Sea. (The story may have been insired by the famous Petros, or Peter, the Pelikan, who is a beloved habitué of the Mykonos harbor.) The pictures, in pink and gold, black and orange, show how Miki was at first jealous of attention given to the stranger, then forgot about himself in the desire to help her fly.

"Oh MikiMikiMiki!" she sang. "I could never have flown without you." Some of the pictures are beautiful, but occasionally the artist forgets storytelling qualities in her interest in pattern. Ages 4-8. (5?)

ENCYCLOPEDIA BROWN: Boy Detective. *By Donald J. Sobel. Illustrated by Leonard Shortall. Nelson.* 88 *pp.* $2.95. Once you have accepted the premise that Encyclopedia is twice as bright as his father, the Chief of Police of Idaville, this is an excellent and original book. Leroy (nicknamed Encyclopedia) can solve a mystery while washing the dishes—or almost any time. The answers to the more complex situations may be found at the end of the book, but the reader should try to solve them himself before turning to those pages. Good fun. Ages 7-10.

MEG'S MYSTERIOUS ISLAND. *By Elizabeth Ladd. Illustrated by Mary Stevens. Morrow.* 218 *pp.* $2.95. Girls who have followed Meg's adventures in *Meg of Heron's Neck* and *A Mystery for Meg* will want this book. They may be surprised to find that it goes back to a period before the other two, though if the reader knows that Meg will not have to go to an orphans' home, nor live like a Gypsy on her half-brother's boat, suspense may be lessened. However, for girls who have a little Robinson Crusoe in them the mysterious island will be satisfying. The setting, and the writing, place these stories above the average in this type of book. Ages 8-12. (11?)

POOH'S BIRTHDAY BOOK. *By A. A. Milne. Drawings by E. H. Shepard. Dutton. Unpaged except within each month.* $2.95. Just what it says it is—with quotations, some of which are apt, from A. A. Milne's four books, also drawings from them. An April 13th child might be delighted to read, "You and I have brains. The others have fluff." My birthday states succinctly, "I'm BRAVE." Probably because I'm "reviewing" a birthday book. But young friends of Pooh may like to have it. Various ages.

GULLIVER'S TRAVELS. *By Jonathan Swift. Illustrated by Hans Baltzer. Edited by Elaine Moss. Duell, Sloane & Pearce.* 176 *pp.* $3.95. Usually these European picture-story books are too large and have an almost unreadably long type page. This one has illustrations—attractive watercolors—on so many pages that the type seldom has to stand alone and the 12″ x 8½″ pages give opportunities for contrast in size. Only the voyages to Lilliput and Brobdingnag are included, and the text has been skilfully shortened by an English librarian and reviewer who retains the feeling of the author's style. No age level given.

PRAPAN: A Boy of Thailand. NAIM: A Boy of Turkey. *By G. Warren Schloat, Jr. Illustrated with photographs by the author. Knopf. Each* 48 *pp.* $2.95. This is an unusually interesting series, presented in photographs and brief text, as Warren Schloat visits the various countries with his camera. The books are not all-embracing; they show one day in the life of a thirteen-year-old Asian or African boy in one town or village. These two volumes give a clear picture of a Buddhist boy and a Moslem one—religions that, if we are to live together in this world, we need to understand. Looking at Prapan (a most attractive boy) one comes to see how deep a hold his religion, or philosophy if you prefer, has on the people of, for instance, Vietnam. One thing not made quite clear in Naim's book is that the Moslem religion accepts parts of the Judaic-Christian beliefs, and Moses, Jesus, and Mohammed are its prophets. A book on a boy of India is coming soon. Ages—approximately those of the boys in the narrative—10-13.

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USA

Continued from page 35

derstandable, trenchant discussion of humor, or Walt Kelly's. Both are in this volume, as is a startling essay on the "serious" comics that reveals the wide extent of their plotting — everything from cancer quacks and anti-militarism to the venality of actors' agents.

It's not easy to give the tone of an anthology, but I'd say that any part of this book would cause you to go to the comic strips with renewed interest. It might permit you to read some of them with an objective view, which is one way of getting along with the unfunny funnies these days.

Southern Belles and Vigilantes: In race matters, Hodding Carter is a gradual gradualist, which of course makes the editor of Greenville's *Democrat-Times* a bit radical in Mississippi. But *First Person Rural* (Doubleday, $4.50), whose title pun, unlike its prose, is a little feeble, is no window-rattling cry of dissent. It is a collection of pieces written for large-circulation magazines. Many of them are serious, but many others deal with such relaxing subjects as Louisiana *lagniappe* (*q.v.*), boyhood pranks on the Maine coast, Southern belles, turkey hunting, and foreign travel. (The Mississippi basin is, after all, a classic land of the tall tale.)

Of course, some minor problems arise in a collection of this kind. Mr. Carter should, for instance, have made up his mind once and for all on Southern belles. In "Yes, Tennessee, There Is a Southern Belle," he is "glad that the belles are still with us"; while overleaf, angry at the vigilante bullying of a Mississippi lady editor, he finds "the fetchingly helpless and beautiful Southern belle" a "stage prop . . . of the South that never was."

Such little inconsistencies aside, there are here many engaging and first-rate essays. In "Southern Contradiction" Mr. Carter tackles the worn question of why the unreading South yields such a plenitude of first-rank writers. This question tempts one to be cosmic, but Mr. Carter suggests the down-to-earth and original idea that the South owes its literary high command to the lack of "centers where it was possible to acquire those disciplines and formal training that are almost mandatory for music, for painting and for sculpture." Thus the written word became the South's narrow creative funnel.

One fellow Mississippian who disciplined his gift without benefit of academy was William Faulkner, to whom Mr. Carter devotes a memorable essay based on the late novelist's penchant for writing letters to newspaper editors. Into the letters columns of the Oxford *Eagle* Faulkner poured, among other communications, impassioned defenses of legal liquor (Mississippi is constitutionally dry) and the keeping of old landmarks. Mr. Carter's idea is good, for one glimpses in these letters the real Faulkner, shorn of his fictional ventriloquism. Indeed the tone of the letters is familiar. Oxford's old Cumberland Church, Faulkner wrote one day in a letter that recalls a Quentin Compson meditation, "was tougher than war . . . but it wasn't tougher than the ringing of a cash register. It had to go . . . so that a sprawling octopus . . . can dispense cut-rate bargain lots, bananas and toilet paper."

Mr. Carter's pieces certainly demonstrate, in their aggregate, that Mississippians who disown him have no sense of public relations. He is no turncoat; but, having written factually about the race question when his state preferred fantasy, he has been depicted as the stooge of "a millionaire Negro" and—blow of blows—declared a liar by vote of the Mississippi legislature.

However, the decent people of Greenville, his Emporia-on-the-delta, are glad to have him around. And, like his late fellow-townsman, William A. Percy, Carter manages to display the gracious, tolerant, and exuberant small-town Mississippi that is today so lamentably eclipsed by racist hot-eyes.

—Edwin M. Yoder, Jr.

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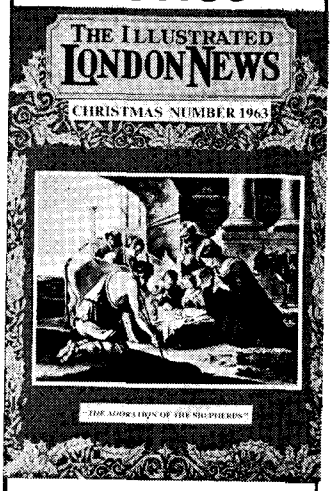

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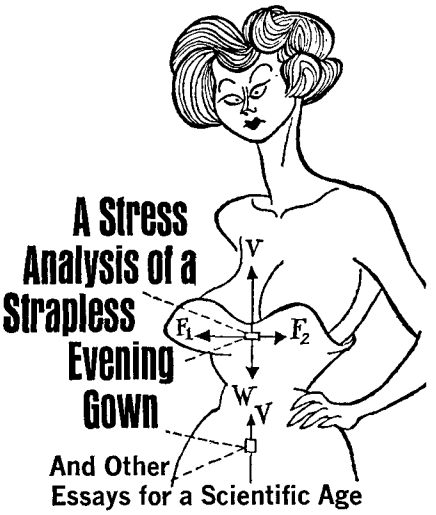

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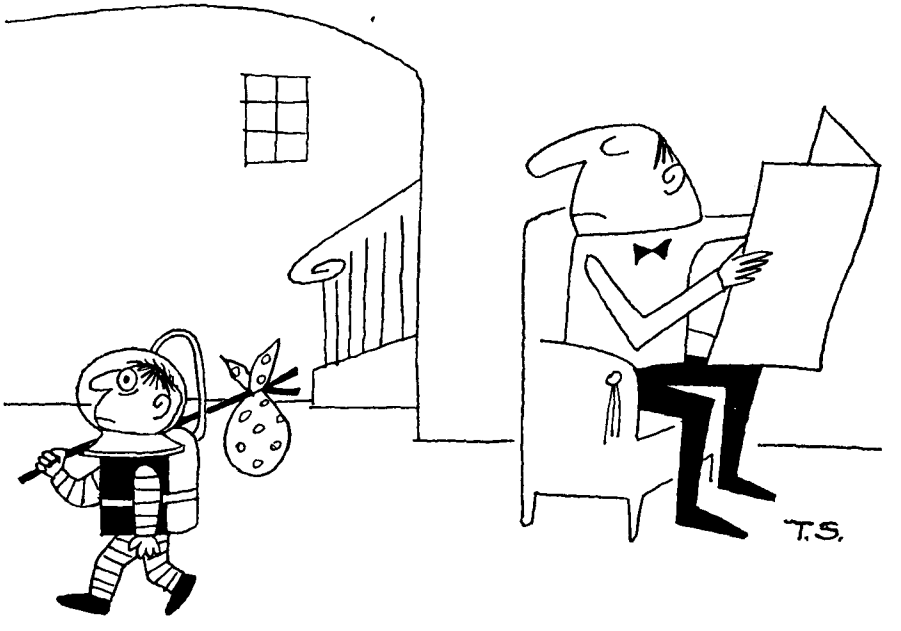
The Perennial Philadelphians: The Anatomy of an American Aristocracy. By Nathaniel Burt. Little, Brown. $10.50 to Jan. 1; $12.50 thereafter.

—Compiled by Ruth Brown.

Correction:
The review of *A Mexican Ulysses: The Autobiography of Jose Vasconcelos* in *SR* October 12 was by Irving A. Leonard, Domingo F. Sarmiento Professor of Spanish American History and Literature at the University of Michigan—not by Domingo F. Sarmiento as incorrectly stated.



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TV AND RADIO

Chairman Henry on Target

IN THE continuing war between the FCC and the broadcasting industry the soft underbelly of TV and radio has been their sensitivity to the charge of "overcommercialization." FCC Chairman E. William Henry attacked on this front in a recent speech before Eastern industry brass. The occasion was a luncheon of the International Radio and Television Society.

"For thirty-six years," Mr. Henry said, "the Commission has relied upon vague policy pronouncements condemning undefined 'overcommercialization.' It is time, and past time, to get specific—to bring this policy down out of the clouds and into the homes of viewers and listeners."

Somber and attentive, the broadcasters must have recognized Mr. Henry's assault as a shrewd stroke. Here was no attack on elusive, subjective targets of taste, quality, program content, or even commercials. Here was a thrust at more limited objectives, elements subject to practical measurement —elements like the length and frequency of messages from the sponsor.

As Mr. Henry pointed out, surveys of public attitudes toward TV and radio reveal a serious degree of irritation with commercials that cuts across all listener-viewer classifications.

Many broadcasters who commented on the chairman's remarks were unimpressed by his statement that "approximately 2,500 complaints about advertising" were received by the FCC in 1962, of which, Mr. Henry said, "about 35 per cent—the biggest category—related to—length, amount, and frequency" of commercials. Broadcasters claimed that the number of complaints was insignificant compared to the total audiences of the twin media.

Nevertheless, the low, steady rumble of audience displeasure with "station-break clutter" and what Chairman Henry called "five-minute acts" on TV is chronic. The Television Code Authority of the National Association of Broadcasters recognizes that its self-regulatory commercial time standards (its sanctions are limited to loss of the Code Authority's Seal of Good Practice) are "a faulty arrangement." The Authority has recommended to the NAB, therefore, a full study of what the public finds distasteful in commercials and eventually hopes to establish more acceptable standards of regulation.

Despite their vulnerability in this area, most broadcasters who heard Mr. Henry probably did so with unyielding resistance, and in their prevailing mood will no doubt oppose him as they did his predecessor, Newton Minow. As the broadcasters see it, the fundamental issue involved in the FCC's attempt to regulate commercial time standards is freedom from what they consider the heavy hand of government. Consequently they have done little to help the commission in its rule-making procedures. Requested by the FCC to file comments on the commission's intention to set criteria more precisely, Mr. Henry said, the broadcasters inundated his office with "dog-eared denunciations and oversimplified, unsubstantiated conclusions." The chairman added: "The burden of the comments which have been filed in our proceeding to date is that the task is impossible. But we are not told why it is impossible."

Contrasted with the industry's tactics, the commission's approach seems to me firm but reasonable. We know that commercials are the lifeblood of broadcasting, Chairman Henry is saying in essence. We don't think we will hurt you; we may help you. Our suggestion that we adopt the NAB Code standards is only one alternative. Our minds are open. We want your facts and ideas. The matter is sensitive and the extent of regulation debatable.

Chairman Henry walked the second mile in his appeal to the broadcasters. It is difficult for an outsider to understand how industry leaders can resist so reasonable an attitude so stubbornly unless they are opposed in principle to any regulation by the FCC. Some broadcasters may see themselves as defenders of freedom, but the modern condition requires an ethic of mutual involvement, a willingness to consult, to seek an accommodation of conflicting interests in good faith. Many broadcasters, instead, are attacking the FCC's own soft underbelly, the Congress, pressuring legislators to pressure the commission to stop "this meddling with free enterprise." For the public, the upshot will probably be some regulation of total commercial time, but no relief from the number and rhythm of commercial interruptions. Only continued public pressure can break this Hindenburg Line.

—ROBERT LEWIS SHAYON.

Your Literary I. Q.

Conducted by John T. Winterich

STER-EOTYPES

Herewith a score of words ending in *-ster* which Bessie B. Keck of Webster-ville, Ohio, asks you to complete by filling in the indicated foreparts. Answers on page 45.

1. ___ STER	cruet
2. ___ STER	long, loose overcoat
3. ___ STER	buffoon
4. ___ STER	sheen
5. ___ STER	prolific rodent
6. ___ STER	large church building
7. ___ STER	severe windstorm
8. ___ STER	cruel person
9. ___ STER	part of cowboy equipment
10. ___ STER	pillow
11. ___ STER	marine crustacean
12. ___ STER	gambler
13. ___ STER	clergyman
14. ___ STER	one who collects statistical facts
15. ___ STER	wood thrush
16. ___ STER	peddler
17. ___ STER	calamity
18. ___ STER	container for tea
19. ___ STER	printed record
20. ___ STER	lawyer

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BOOKED FOR TRAVEL

A Little Old New York in the West

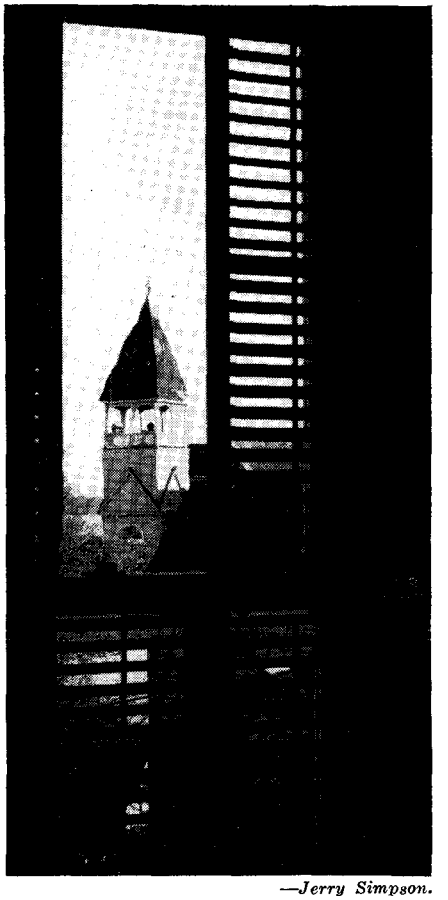
THE OTHER week—it was the issue of October 5 to be exact, before we all got involved with the matters of Latin America [*SR*, Oct. 12]—I was discoursing with some personal pleasure about the Northwest. I had, as I guess I indicated, spent some agreeable hours there this summer, and there were a few things more I wanted to say about those evergreen lands before that blizzard of tortillas hit us all. For one thing, I wanted to tell about Port Townsend, a city not very far from Seattle that almost became a great metropolis but, like a promising career or a talent that foundered because of some odd turn of fate not quite its own doing, had to settle for obscurity, legend, and weathered remains. Alas, it hadn't even been reinflated by a Rockefeller, and has been left to grow old, to disappear in places, and to be held together in others, mostly by sentimentalists who revere a splintered old eagle that once hung above an old meeting hall more than they do a new formica-paved lunch counter.

The thing I had better explain about Port Townsend is its singular location, for it occupies a promontory roughly at the edge of Puget Sound, a collection of islands and waterways that on the map, anyway, looks as if it had been put together by a jigsaw puzzle maker with a mean streak. Somewhere down among those fiords and around those bends and up those bays lie such places of familiar assembly as Tacoma, Seattle, Bremerton, and Olympia, to mention a few that ought to be known to anyone with a working acquaintance of a youngster taking geography in grade school. Port Townsend was founded, or settled, in 1851, shortly after Olympia, the state capital, and six months before Seattle. It began, as most settlements did at the time, as a farming community. The customs office was established at Olympia, at the farthest reaches of the Sound. As the three- and four-masted schooners came in to pick up the Northwest's lumber, the difficulties of putting in at the inaccessible customs office was a continuing source of irritation to ships' captains. To accommodate them, the customs office was moved to the promontory settlement called Port Townsend. Three years after it had been settled it was on its way to becoming a major port.

After three decades, or in 1889 to be precise, a New York paper noted that Port Townsend was second only to New York City itself in the number of ships that were pulling alongside its wharves. It was already calling itself the "Key City of Puget Sound," and a movement was under way to bring in a rail line that would connect it with Portland, for Portland, after all, was connected to the transcontinental line. Very few citizens waited for the railway to come in. They started building homes, office buildings, and public buildings that would not have embarrassed Washington, D.C. At one high point in the fever chart, two dozen brick and stone buildings were going up at the same time, and twenty-eight real estate companies were juggling plots. The city began to spread so far that it took four streetcar lines to keep it communicated. Half a dozen banks held the currency, and although there were already ten hotels in town to board the transients, $50,000 was subscribed to build a fancy house called the Hotel Eisenbeis.

Port Townsend now had 7,000 citizens. It had a gamey waterfront area

—*State of Washington.*



—*Jerry Simpson.*

Where the railway never came—left, former German consulate; right, First United Presbyterian Church.

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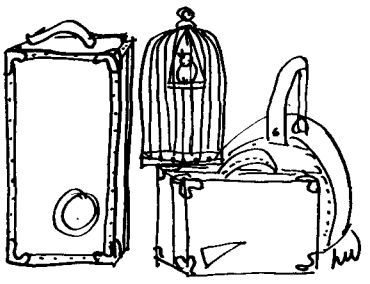


where sailors were supposed to be dropped through tunnels and shanghaied off to tours of duty at sea, but it had a genteel residential section on the heights above, studded with lovely gingerbread homes incredibly decorated with gables, fretwork, cupolas, and paneling. The ladies never ventured below. They attended the handsome churches and doubtless they admired the enormous County Court House, a great Carcassonne of towers and turrets constructed in 1891. It cost $125,000 to build, about half the cost of the Federal Building. Nor was there a lack of foreign manners, for England, France, the Scandinavian nations, Chile, Germany, and the Kingdom of Hawaii all maintained consulates.

The stage was ready, and the players had assembled. What they lacked was the railway. And the railway was never to come. Port Townsend was destined not to be New York in the West. Jerry Simpson, a local newspaperman, merchant, and historian thinks now that this was a rather benevolent happenstance, for if it had been New York, then the buildings that are left as Port Townsend's legacy would not be there today.

Although there has been no Rockefeller to restore Port Townsend, there has been at least a Rothschild, a local Rothschild at that. The house built by the family in 1868, and owned by it for ninety years, has been preserved and given to the state. It is open now every day from one until four, and anyone who fancies a recollection of old Port Townsend may walk through its handsome plantings, turn the porcelain crank at the door, and enter. It is only one of a number of residences still standing on the heights above the town, but it is one of the most readily accessible. Another is the Bartlett House, which is now an art gallery. Its mansard roofs slope away in graceful curves of shingles, and its many overhangs are supported by a mass of wooden buttresses. It cost $10,000 when it was built in 1883.

The greatest gingerbread mass of all time, or at least of Port Townsend's time, is the Starrett House, which Simpson calls a perfect example of "carpenter Gothic." Starrett was described in the local city directory of the day as "a millman and capitalist." What he got for the $8,000 it cost him to build it in 1889 was a masterpiece of millwork with an imposing octagonal tower all fluttery with gable windows seeming to spring out of the roof. The variety of arches and overhangs, porticos and eaves forbids description. One wonders how they were planned. The core of the tower is a spiral staircase that corkscrews its way to the roof, a covering which in this case is decorated by the figures of winter, spring, summer, and fall. Among the society in which the Starretts traveled, the figures were considered about as proper as a copy of *Playboy* on the coffee table of the local vicar. Some people thought "winter" had been so shamelessly plucked of clothes by the seasonal winds that they refused to enter the Starrett home.

Since Port Townsend's decline the downtown area has once more become safe, and it is hardly likely that anyone is being shanghaied into a sailor's life along Water Street these days. Some places, Widell's Hardware for one, advertise tours of the so-called shanghai tunnels. The Hastings Estate Building, a gem of Victorian architectural folderol, was the most expensive building in town, and it would doubtless please the builders if they were to know that some citizens of the city that was to be are still getting the benefit of it. Among its tenants, albeit seasonal ones, is a summer school of the arts.

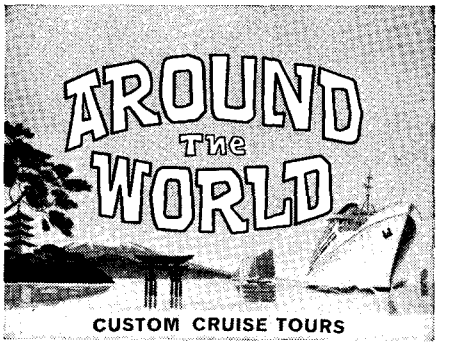
The small building across the street now occupied by a bakery is the very own site of Zee Tai & Co., one of the nine Chinese emporia in the city. The Zee Tai merchants, according to the advertisements of their time, were importers and wholesale dealers in "Chinese goods, tea, sugar, rice, and opium."

All the characters were in place and history waited breathlessly when the Depression set in. Bonds went unsold. Construction stopped in mid-floor. Inventories were auctioned off. Deposits were withdrawn. The population of 7,000 dwindled to half. And the thirty miles of railway track that went nowhere were the only link with the prosperous days that almost turned a town into a metropolis. Well, maybe the world wasn't ready for another New York anyway.

—Horace Sutton.

LITERARY I.Q. ANSWERS

1. caSTER. 2. ulSTER. 3. jeSTER. 4. luSTER. 5. hamSTER. 6. minSTER. 7. twiSTER. 8. monSTER. 9. holSTER. 10. bolSTER. 11. lobSTER. 12. gameSTER. 13. miniSTER. 14. pollSTER. 15. songSTER. 16. huckSTER. 17. disaSTER. 18. caniSTER. 19. regiSTER. 20. barriSTER



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(*Continued on page 76*)

Error of Judgment

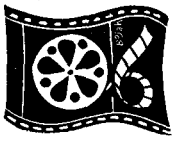
THERE is something quite euphoric about the concept of a truly international cinema, about the assemblage of a top-flight *entente* of international artists banded together to bring us films of world-wide significance. The film as an art form is universally understood, universally loved. Why not a picture directed by Italy's Vittorio De Sica, based on a play by France's Jean-Paul Sartre, adapted by America's Abby Mann, and co-starring Germany's Maximilian Schell, Italy's Sophia Loren, and America's Fredric March and Robert Wagner? Why not indeed, except that it just does not work. In striving for internationalism, the makers of *The Condemned of Altona* lost touch with real people.

It is difficult enough to believe that a family sired by German ship-building magnate Fredric March would include not only Schell and Wagner, but also a French actress named Françoise Prevost as the daughter, and Miss Loren as an authentic *fraülein* married to Wagner. This is carrying internationalism a little too far. And the situation is hardly aided by relationships that are barely hinted at, then hastily dropped—the suggestion of incest between Schell and his sister, the possibility of an affair between Schell and his sister-in-law, the anti-Nazi sentiments of Wagner in the home of his opportunist (and one-time Nazi) father. Even Wagner himself abruptly disappears from the final third of the picture—although, in view of his performance up to that point, this is not wholly regrettable.

Lacking people, the film quickly degenerates into a long polemic centered about the proposition that if you scratch a German, you find a Nazi. "Most people in the world are living a lie," declares Miss Loren at one point; and the script proceeds to prove it with pages and pages of ponderous dialogue in which the characters lie to each other and themselves. The focal idea is arresting enough: Schell, a war criminal who tortured and killed on the Russian front, lives sequestered on his father's estate, sustained by the idea that Germany is now in ruins and, through some quirky logic, that his actions were justified. But nothing is made of this dramatically, or even thematically. When he finally learns that Germany has risen again, he promptly tumbles his father and himself to their death—leaving young Wagner, who has revealed himself to be every bit as opportunistic as old March, to take over the shipyards.

Like *The Leopard*, *The Condemned of Altona* patently suffers from excessive editing and slovenly dubbing. Entire sequences, the connecting tissue that might have clarified or motivated the characters, have been pruned away; and a sequence in which Miss Loren is shown in the Bertolt Brecht Theatre in East Berlin plays without meaning because both the theatre's identity and its significance have been eliminated. Of pacing there is none. De Sica, so acute in his own country, seems to have no ear for the rhythms and intonations of English. Every speech is either slow and deliberate or forced and hysterical. Under the circumstances, one can hardly blame the performers for a lack of conviction. But one can blame the producers for their muddle-headed assumption that out of such wildly disparate talents could come anything but this shambles of a film.

Paradoxically, the most truly international film—the film that speaks most directly and affectingly to people everywhere—is actually the film that is most true to its own national sources and themes. Few film makers know



this better than Satyajit Ray, whose *Apu* trilogy has made the life of workaday India as vivid and familiar as our own. In *The Music Room*, produced some years ago but only recently released in this country, Ray turns an affectionate, somewhat nostalgic camera on a way of life that has all but disappeared. Like the Prince in Lampedusa's novel, the hero of Ray's picture is living in a time of great changes. Unlike the Prince, however, he perceives them only dimly, and is neither willing nor able to adjust. Once a wealthy landowner, he insists on squandering the remmants of his wealth on a musical *soirée*—primarily so as not to lose face with a neighboring bourgeois. The film abounds with the music and dances of India. But more than that, it abounds with a sense of life—a life alien to our own, perhaps, but in its humanity infinitely closer and more affecting than that of the international constellation that populates *Altona*.

—ARTHUR KNIGHT.

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MUSIC TO MY EARS

A Concerto of Quality—*Joan at the Stake*

ALBERTO GINASTERA'S growing reputation as the most consequential composer now working in South America (which means among the best anywhere) was more than sustained by his new Violin Concerto at its world première by Ruggiero Ricci and the New York Philharmonic Orchestra under the direction of Leonard Bernstein. This is a dazzling addition to the literature, the most durable thing of its kind in a decade.

Violinists, of course, will love it—once they have gotten over a smoldering hatred for a composer capable of rethinking the technique of the instrument as Ginastera has. That audiences will take to it immediately is less probable: for as well as writing a work that requires a virtuoso performance, Ginastera has written a work that requires some virtuosity on the part of the listener.

As an indication of things to come, the work begins with an unaccompanied cadenza for the soloist in which the "set" or row on which the work is based is set forth. However, perception of it is not indispensable for either appreciation or enjoyment. Ginastera's use of serial devices is a selective means to a personal end, not a way of avoiding other responsibilities of design. A sense of departure and return from and to a key center—to my ear it sounded like A-minor—is recurrently present.

Those who listen for the lyric sentiment of the traditional violin concerto or a neatly contrived game of technical parry and thrust between soloist and orchestra are likely to be disappointed. The game that is afoot here is rather of another sort, an ever-changing dialogue of sonorities, in which the soloist has perhaps the most persistent but by no means the only important part. The opening cadenza is followed by a series of variants of the basic set, designated as études.

Each embodies a particular kind of violinistic discipline—chords, arpeggios, pizzicatti, and finally, quarter-tones—against a shifting backdrop of orchestral sound. In the slow movement, the ensemble is reduced to the orchestra's first-desk players (twenty-two), each treated as a soloist of an importance equal to the violinist's. In the Finale, an eight-man percussion section sets up a shower of sound on tam tam, woodblock, marimbas, xylophone, etc., which suggests a formula for chaos. It provides, rather, a constantly varying rhythmic undercurrent to the insinuating line of the soloist.

From the preceding (even without mentioning their names) it may be gathered that Ginastera has not been unresponsive to the explorations of Schoenberg and Webern. What he has done, and done very well, is to assimilate as much as suits his purpose of these explorations and re-express it creatively. This is one more indication that a historic process of the past is being repeated as the experimenters make way for those who see their innovations objectively. Ginastera's highly refined ear and sure sense of tonal balance have enabled him to utilize Schoenberg's serial principles and Webern's tonal combinations to really creative results even if, for the while, the only recognizable patterns for the first-time listener may be the Paganini quotations in the Finale.

In Ricci and Bernstein, the composer had a pair of protagonists ideally equipped to make the most of his closely adjusted, carefully balanced values. In addition to the agility to seek out the important notes in a complicated sequence, Ricci has the driving fervor to make an audible and exciting experience of them. And for such a problem as this, Bernstein has every attribute of perception to divine the composer's purpose and the technical command to guide his players through a work they may not yet have completely comprehended.

TO judge from his *Sinfonia Concertante*, which was heard at the Orchestra of America's season-opening concert in Carnegie Hall, Uruguay has a composer of promise in Hector Tosar. He was his own piano soloist in a tightly written work, whose style may be summarized as International Modern. The plainer commitments of tonality are dissembled by block chord formations and a blurring kind of chromaticism, through which he works out a lively sense of tonal design. He needs to free himself of some dependence still on the idioms of others, but such a breakthrough would appear to be within reach. The other composers of the program—Ives, Powell, Morawetz—did not stand up so well against the conducting of Richard Korn.

A mating of Stravinsky's *Rossignol* and Honegger's *Joan of Arc at the Stake* produced a rather expectable kind of artistic offspring for the opening of the New York City Opera's fall season. It was well-bred, pleasant of mien, and otherwise attractive, though of rather static disposition for an "operatic" evening of two and a half hours.

As it turned out, *Rossignol* was something of a curtain-raiser for the substance of the evening, the first staging New York has seen of Honegger's *Jeanne d'Arc au Bucher* (after repeated concert performances). Allen Fletcher's staging adhered, in the main, to precedents elsewhere by placing the chorus on tiers at the sides of the stage, and activating the story values in Paul Claudel's poem around a high-backed chair which also served as Joan's stake.

THE panorama of accusers, sacred and secular, the judges headed by Porcus, and the peasant folk of France make for a colorful pageant amid which the compassionate figure of Brother Dominic stands as Joan's one true friend. Well-spoken in English by Jacqueline Brookes (Joan) and Douglas Watson (Dominic) and ably sung by Mauro Lampi (Porcus) and Elisabeth Carron (Virgin Mary), the performance directed by Leon Barzin maintained interest throughout. However, the distribution of performers between pit and stage tended to downgrade Honegger's score somewhat to the status of incidental music. It is, of course, much more than that—as Barzin demonstrated whenever he was not concerned with problems of balance.

The audience interest in *Rossignol* was substantially less, primarily because of a fussy "authenticity" in the use of a Russian text. As it was first perfomed in Paris, in 1914, it seemed without purpose to deprive the audience of the more familiar French or English. *Rossignol* is not as consistent, musically, as the orchestral score (*Chant du Rossignol*) Stravinsky made from its best parts, but the sung version has the virtue of exposing the great stride Stravinsky made between the first act (which he interrupted to write the first three ballets, including *Le Sacre*) and the last two. Walter Susskind's tempi tended to drag out a work rather leisurely at best, but it was ably sung by Patricia Brooks as the voice of the Nightingale, Arthur Graham as the Fisherman, and Donald Gramm as the Emperor.

The two productions were colorful examples of the inexpensively lavish, meaning that costumes and hangings were more prominent than solid settings. Gordon Micunis managed the scenic changes of *Rossignol* deftly and Will Stevens Armstrong gave life to the sombre church background of *Joan* with the hues of his costuming.

—IRVING KOLODIN.

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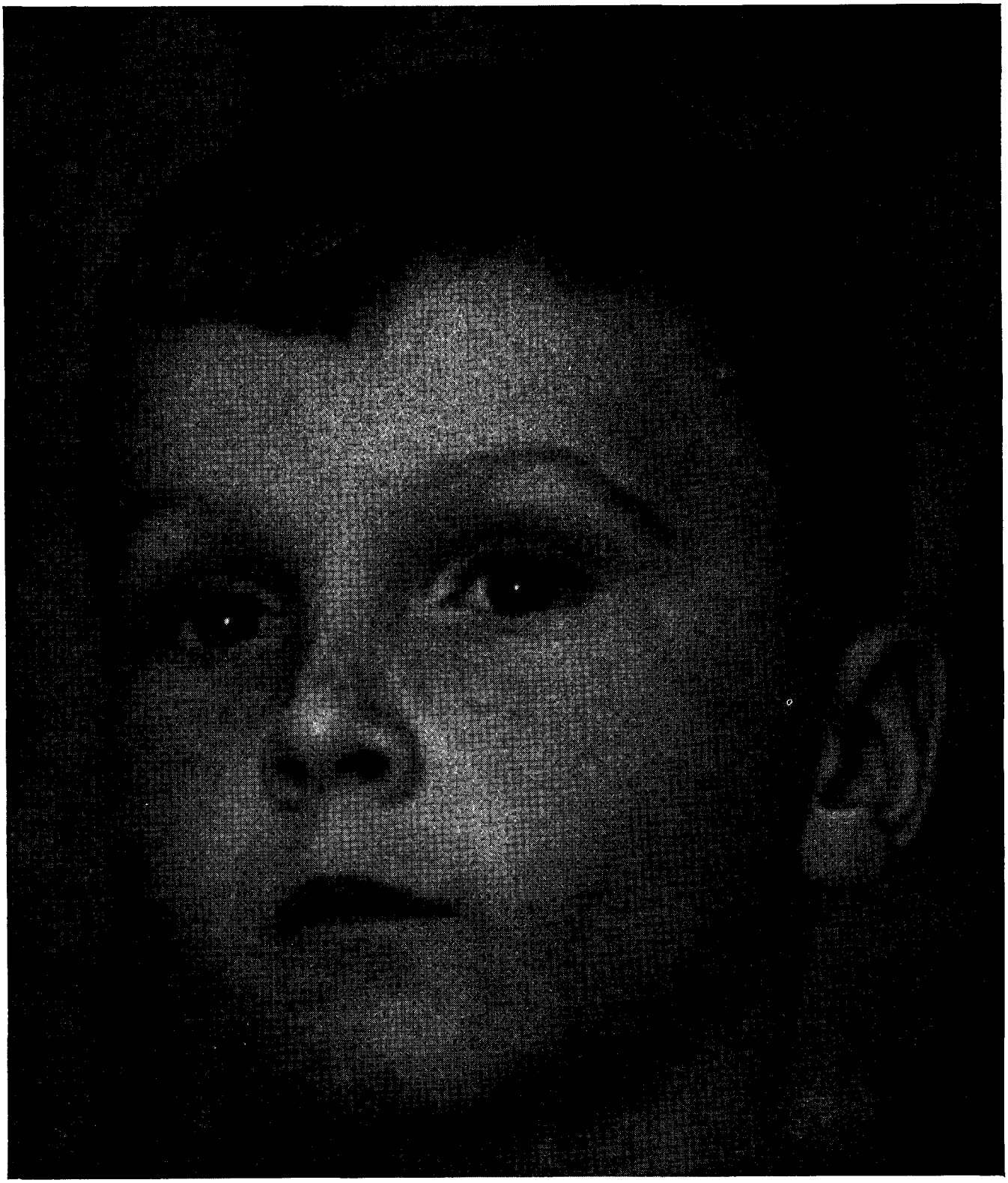

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This monthly supplement is sponsored by the Fund for the Advancement of Education, which has prepared its contents in cooperation with the staff of Saturday Review. The editors of SR retain responsibility for the material appearing in this supplement.
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More Than Equality?

IN THE GROWING Negro drive for a full share in the good things of American life, the words "more than equality" are heard with increasing frequency. They mean that responsible Negro leaders are contending that their race has suffered so long under the disabilities of second-class citizenship that now American society owes them something extra—in housing, jobs, education—to compensate for the long years of denial.

There is a persuasive logic to the assertion that the doors to employment and to decent housing not only should be opened wide to all Americans, but should be opened somewhat wider to Negroes than to others. It is enticing to feel that the sins of the past can be expiated, at this late date, by extending a little special privilege where all privilege was formerly denied. This is particularly true in the North where pious commitments to freedom and equality for all have long been mocked by the harsh realities of *de facto* segregation in housing and overt discrimination in employment.

But "more than equality" in jobs and housing is no equality at all. Discrimination in favor of the formerly deprived is still discrimination—and it remains a dirty word because favoritism for one must be at the expense of another human being. Equality, just as surely as liberty, is indivisible, and the white community is still paying its own terrible price for the discrimination it has practiced.

Only in education does "more than equality" make sense, for education is an investment in the human capacity to take advantage of opportunity. Only through education can society give back that which it has taken away through generations of unequal treatment. Here, something extra is not only warranted, it is required. But determination of what "more than equality" shall mean must be an educational decision, not a political one.

Pressures for desegregation of predominantly Negro schools in the slums of our great Northern cities have been growing in intensity. Attendance lines have been redrawn to redress the imbalance between Negro and white enrollments. Negro students have been carried long distances to attend white schools. And demands have been made that white students be shipped into Negro schools to effect a degree, at least, of integration.

Attendance lines that were gerrymandered to exclude Negroes from some schools must be redrawn. Capable Negro children can benefit from the greater opportunities in good white schools. But token integration that results from political pressure serves little purpose. The white community may enjoy a warm sense of having "solved the problem" and the Negro community may take pleasure in having "cracked" another neighborhood, but too often these small victories are won at enormous cost to the children involved. And the problem remains—unsolved, virtually untouched.

It is in schools where large numbers of Negroes are found that "more than equality" can be justified. It is in our slum schools that we should bring to bear all the knowledge and skill that our society possesses to overcome the effects of past deprivation. This means more dollars for more services, better facilities, richer resources and more highly skilled teachers. It is in our slums, not our suburbs, that we need our finest schools. It is here that "more than equality" makes sense; and today anything less makes no sense at all.

—J.C.

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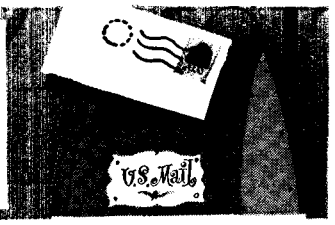
Letters to the Editor



THE CONANT REPORT

DR. CONANT SUGGESTS that he may have oversimplified the argument between academic professors and professors of education, but I believe he has done an admirable job of stating the issues [*SR*, Sept. 21]. If it is possible to effect a peace between those two warring camps, no one is better equipped than Dr. Conant to accomplish the task.

As a graduate of two liberal arts colleges before turning to professional education, I am aware of every accusation made on both sides of the fence. Each side has a mote in its eye and sees a beam in the other fellow's. But the issue they both tend to ignore is the nature of popularly controlled education. If either side eventually won the battle—that is, if teachers became qualified by virtue of academic training or by meeting state certification requirements, it would make not a shade of difference in the conduct of popularly controlled compulsory education. There are as good teachers from one school of training as the other.

The big problem in public education is to utilize the differing skills of teachers effectively. Obliged as we are to treat all children equally, we dare not assign gifted pupils only to gifted teachers—not and win necessary millage referendums! A total peace-and-light truce between academicians and pedagogues in the universities would not solve the problem of vastly different skills among teachers. But it is perhaps a necessary first step in approaching the major problem, and Dr. Conant makes a splendid effort to bring about such a truce.

CHARLES H. WILSON
Superintendent of Schools.
Grosse Pointe, Mich.

AS AN APPRENTICE in Harvard's Master of Arts in Teaching Program, I can appreciate any effort to wed more closely the split camps of the education and humanities faculties. I bow to Dr. Conant. Such an all-pervasive and well-publicized study will stir things up, at the least.

I have only one critical comment to make. I found myself unable to accept the section of Dr. Conant's article that criticized the professional educator as one who thinks of himself as omniscient. Conant mocks the fact that "in more than one state no one is permitted to teach in junior college unless he has taken courses in education." It would seem that the absurdity of this matter is only relative, a concern of degree. Would it be just as absurd to require education courses of the secondary school teacher who engages in college preparatory courses? We must remember that we do not require education courses of college teachers only because we assume that they are aware of the nature of the process. A student poll on useless teachers would prove revealing.

THOMAS D. KLEIN,
Tufts, '63.
Cambridge, Mass.

WITH APOLOGIES TO Ogden Nash I give you now the following, along with some solid congratulations to Dr. Conant for much of his report.

THE OPTIMUM-LEARNING CONDITIONIST

I give you now Professor Reeds
Who talked of naught save children's needs,
Broad horizons, ends and goals,
Readiness or playing roles.
Deans exclaimed he couldn't bungle
And sent him to a blackboard jungle,
There to structure new frontiers
For whole children and in-group peers.
These cogent words he's left us, *viz.*,
"Don't take the child from where he is."

ROZANNE KNUDSON.
Stanford, Calif.

IN HIS BOOK *The Education of American Teachers* Dr. Conant states frankly that professional educators in such organizations as the NEA and state departments of education, and the professional educators in the graduate schools of education, wield great power. In addition he states, "In some instances I found the establishment's rigidity frightening."

In spite of this, the staff that aided Dr. Conant in his study consisted of seven professional educators with only two other men in other disciplines.

ERIC G. DE FLON, M. D.
Chadron, Neb.

THE NEW BIOLOGY

THE STRATIFICATION of science courses in junior high school [*SR*, Sept. 21] would be a most welcome development in education. Substitution of elementary, repetitious general science courses with this program would provide greater depth coverage—and therefore more challenge—plus less duplication of material for the student.

Individual experimentation is an essential ingredient of lab courses, but that alone will not insure interest in the subject. Prepared lab books with fill-in answers do much to discourage student participation. I suggest that these be abolished and in their place, a list of suggested experiments in outline only be substituted, to be written and completed by the student himself.

ADELE SOWINSKI.
Brooklyn, N. Y.

An Omission

HAROLD HOWE'S article on "Schools and Character Development," which appeared in our issue of September 21, was based on a paper he prepared for the Institute for Religious and Social Studies, 3080 Broadway, New York City. Inadvertently, this fact was not mentioned in the introduction to the article. *SR*'s education editors regret the omission.

EVEN LAMB DID IT

IN "GRESHAM'S LAW OF LITERATURE" [*SR*, Sept. 21] Mrs. Anne Loftis and Mrs. Rachelle Marshall have stated clearly a classicist's critique of the "simplified classics." As to applying Gresham's Law . . . the driving of sound money out of circulation with unsound money . . . Shakespeare's plays, going strong for almost 400 years, have not been driven out by the *Lamb's Tales from Shakespeare*, published steadily for 156 years. Moreover, the Lambs called their *Tales* "imperfect abridgements."

With five or six daily classes that average thirty to forty pupils each, representing seven reading levels, the teacher of high school English learns what he'd like the world to know: 1) that we teach the children of *all* the people: the culturally blessed and the culturally deprived, the fast learners and the slow, the good readers and the poor; 2) that good teaching comes from people not confined to an either-or method but moved by every humanitarian effort and device that would advance each learner to his own happy optimum.

MRS. MARY GIRDLESTONE WILT.
Sierra Madre, Calif.

ANOTHER VERSION

AS I HEARD IT, the verse questioned by Professor Hocking [*SR*, Sept. 21] ran thus:

My name is Benjamin Jowett
I'm the master of this college
What is known, I know it;
What I know not, is not knowledge.

G. E. MCCRACKEN
University of Texas.
Austin, Tex.

TOO MANY ZEROES

YOUR ARTICLE on Mexico's MIT [*SR*, Aug. 17] needs *one* correction—or Tokyo as the largest city in the world is going to be very unhappy! It said Monterrey's population, doubled in the past ten years, from 4,000,000 to 8,000,000 people.

Someone obviously went overboard on extra ciphers. Four hundred thousand population would be more accurate, much as flourishing Monterrey *would* like to be the largest city in the world!

PHILIP YEOMANS.
Tepatitlan, Mexico.

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—*Terrence McCarten, The New York Herald Tribune.*

Charles Cogen, president of the United Federation of Teachers in New York—"We will conduct the strike from jail, if necessary."

STRIKES, SANCTIONS, and the SCHOOLS

By JOHN SCANLON

"UP UNTIL now teachers have always been too complaisant, too docile, too willing to let themselves be put upon. I personally welcome the new show of vigor and muscle which has now become apparent in many parts of our profession. But I would also counsel the use of wisdom and foresight—and the careful exercise of responsibility—as we work out together new ways of rebuilding school systems which have lost their former excellence."

The speaker was Calvin E. Gross, superintendent of the New York City public schools, and his remarks were addressed to delegates attending the 47th annual convention of the American Federation of Teachers (AFL-CIO) in New York on August 19. But Calvin Gross's words had significance far beyond the confines of the Hotel Americana ballroom in which they were delivered, far beyond the boundaries of the world's largest school system, which he heads, and far beyond the ranks of the American Federation of Teachers. In a very real sense, Calvin Gross was speaking to all members of the teaching profession, to his fellow school superintendents, and to members of school boards throughout the country. And in his words there also was a message for parents and for the people who support the U.S. public schools with their tax dollars.

What Mr. Gross was saying, in essence, was that teachers are on the march—for higher salaries, for better working conditions, for improvements in the schools, and for a voice in determining school policy. And, like the Negroes who recently marched on Washington to dramatize their determination to win a redress of their grievances, the teachers are not in a mood to tolerate official indifference or delay. They believe that the time for patience has long since passed.

The new militancy of American teachers was dramatically illustrated on two widely separated fronts this past summer. In Utah, members of the Utah Education Association, an affiliate of the National Education Association, threatened a state-wide shutdown of the public schools when the state legis-

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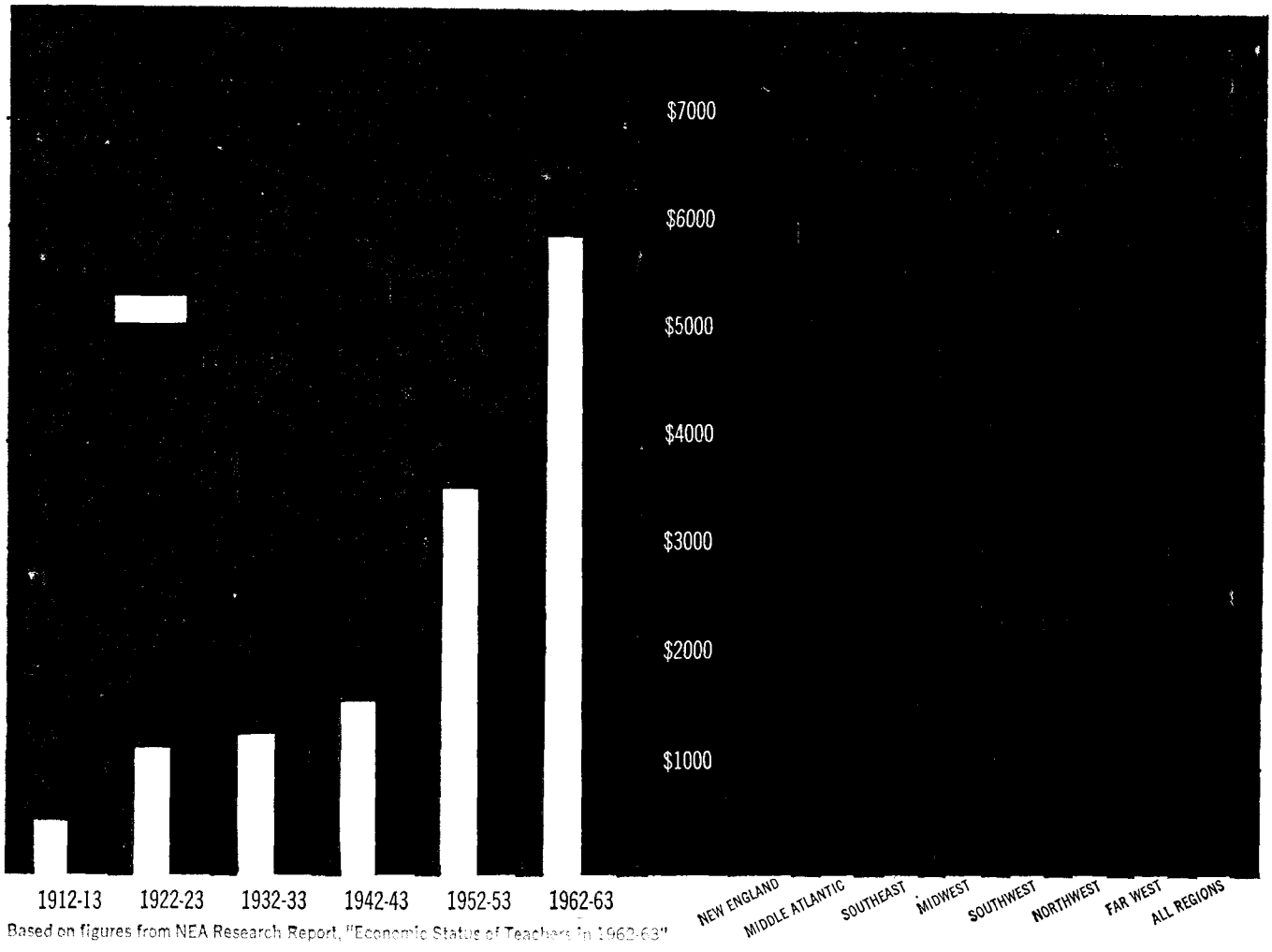
lature passed a school appropriation bill providing less money than the Association had recommended. In New York City, members of the United Federation of Teachers, an affiliate of the AFT, voted to strike—in defiance of state law and a court order—when their demands for salary increases and other benefits were not met by the board of education. In neither case did the threatened closing of schools actually take place, but in both cases the teachers were convinced that they had won a victory by a show of force—or, in Calvin Gross's words, a show of muscle.

Although there is not room here to present a detailed account of the conflicts in Utah and New York, it might be instructive to examine some of the similarities between the two, and also some of the important differences, because such an examination throws into sharp relief the basic elements of an AFT-NEA power struggle which has profound implications for the future of public education in the United States. Briefly, the elements of this struggle are these:

1. To an increasing number of teachers, it appears that the best way of getting what they want is by joining a union and bargaining collectively with their employers, relying on the political and economic strength of organized labor, and, as a last resort, the ultimate weapon of any union—the strike—to enforce their demands. This attitude is reflected in the dramatic growth of the American Federation of Teachers, which has more than doubled its membership since the end of World War II. Although it is still only a tiny organization (82,000 members, as compared to the NEA's 860,000) the AFT has the power of the entire AFL-CIO behind it, and is actually stronger than the NEA in several of the nation's largest cities, including New York, Chicago, and Detroit.

2. The NEA, in recognition of the new militancy among teachers and in response to the threat posed by the rapid growth of the AFT, has become much more aggressive during the past few years. It has launched a special Urban Project whose primary aim is to strengthen the structure of NEA affiliates in large urban centers. It has strongly urged its local associations to engage in "professional negotiations" with their school boards, and to develop written agreements based on these negotiations. (Many such agreements already exist, in varying degrees of precision and formality.) And finally, the NEA has come up with its own version of labor's ultimate weapon, which it calls "sanctions." The NEA has said that "sanctions" can take various forms, but in their most drastic form they involve (a) withholding of teacher contracts and (b) advising other members of the NEA not to take teaching positions in the affected school system. It is clear, therefore, that in this form their net effect is the same as that of strikes—classrooms without teachers.

The increasing militancy of teachers, and the power struggle between the AFT and the NEA, have caused considerable uneasiness on the part of school superintendents and school board members throughout the country. The American Association of School Administrators, which enrolls most of the nation's school superintendents, (and which is a powerful affiliate of the NEA) takes a dim view of teacher unions and even frowns on the NEA's official policy regarding "sanctions." In a recently published booklet entitled *Roles, Responsibilities, Relationships of the School Board, Superintendent, and Staff*, the association specifically mentions "strikes, demagogic appeals, threats, withheld services, and sanctions or threatened sanctions by teachers" as actions "not likely to lead to lasting and satisfying resolution of dis-



Based on figures from NEA Research Report, "Economic Status of Teachers in 1962-63"

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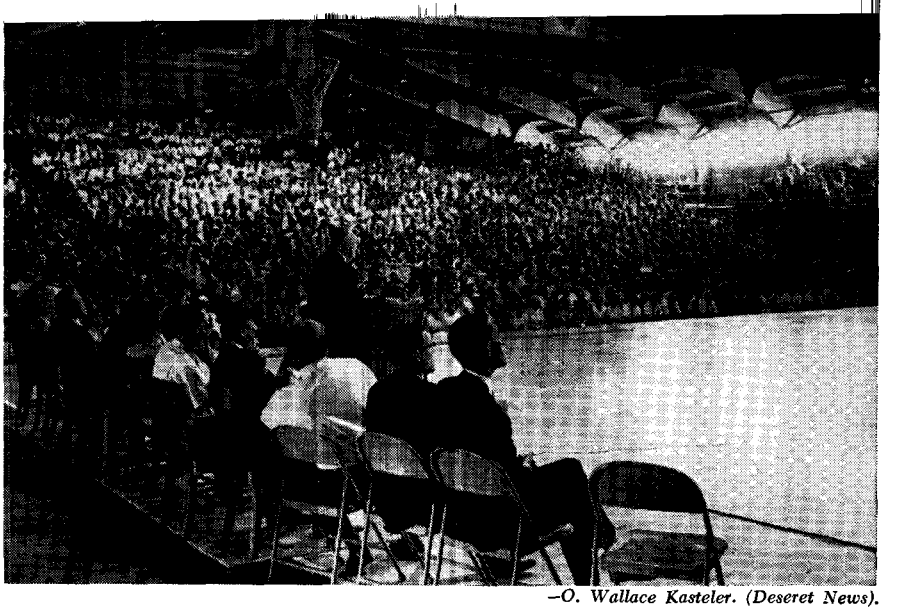
agreements." The booklet was issued in the latter part of June, after the Utah teachers had already voted to withhold their services in the fall, and about a week before the NEA convention in Detroit, where the NEA executive board officially declined the request of the Utah teachers for national sanctions against Utah. The National Association of School Boards is wary of the whole idea of professional negotiations and collective bargaining, because it sees in these procedures a potential threat to the authority of local boards of education. It is flatly opposed to "strikes, sanctions, boycotts, mandated arbitration or mediation." (See box on page 71.)

It is against this background that the nature and significance of the Utah and New York disputes must be examined in order to be fully understood.

Utah is a state of 85,000 square miles and about 1,000,000 population. Its public schools enroll about 265,000 students, and the teaching staff numbers about 10,500, of whom about 96 per cent belong to the Utah Education Association. There are forty local school districts that vary in size from a few square miles to more than 7,000 square miles, and in pupil population from 200 to 48,000. About 65 per cent of the total state school enrollment is concentrated in eight school districts located in the urban area stretching from Provo to Ogden, at the foot of the towering Wasatch Range, where most of Utah's population is concentrated. Education is defined by the state constitution as a state responsibility, but provision is made for direct control by locally-elected boards of education. Approximately 61 per cent of the total state school bill is financed out of state revenues, and only about 39 per cent by locally imposed property taxes. This over-all ratio does not apply uniformly to all districts in the state, but by and large educational finance in Utah is a state concern.

Historically the citizens of Utah have been proud of the effort they have put forth to support their schools. But despite high expenditures *per taxpayer*, Utah has usually ranked below the national average in expenditures per pupil and in teacher salaries. In the school year 1947-48 Utah reached the national average in current expenditures per pupil because of a special school bill enacted by the legislature but since then Utah's relative position in this respect has been declining. The decline has been most pronounced since 1961, when the legislature made only a token increase in school appropriations. In the 1962-63 school year according to estimates by the National Education Association, Utah's current expenditures per pupil were $354, which was about 22 per cent below the national average of $432. There has been a similar decline in Utah's relative standing with respect to teacher salaries. It should be emphasized, however, that Utah's relative decline in the national standings on these two measures of school support is *not* an indication of public indifference to the needs of education. In 1961, according to NEA estimates, Utah stood fourth among the states in *per-capita* expenditures of state and local governments for local schools. Also, Utah ranked first among the states in the proportion of total public expenditures, state and local, devoted to public education. One of the principal reasons why Utah generally ranks below the U. S. average in expenditures per pupil and in teacher salaries despite higher per capita expenditures on education is that Utahns have large families. In 1962, according to the NEA estimates, the school-age population of Utah (5 to 17) was 28.2 per cent of the total resident population of the state. In this respect Utah was tied for third place among all the states.



—O. Wallace Kasteler. (Deseret News).

Utah teachers as they voted to resume contract negotiations.

In preparation for the 1963 session of the Utah state legislature, a statewide organization known as the Cooperating Agencies for Public Schools (CAPS) drew up a legislative proposal calling for a $24.7 million increase in the annual level of school expenditures.

Editorial Comment in Utah

Following are excerpts from editorials appearing in Utah's two leading newspapers after the Utah Education Association voted to resume contract negotiations.

Cause of Education Now Comes First

"One of the greatest gains from this whole controversy may be the fact that the public is now being accepted fully into the heart of the discussion of school programs and finance."

—The Salt Lake *Tribune*, August 4, 1963.

A Workable School Solution

"The most immediate benefit of this breakthrough in the long and trying school impasse is, of course, that Utah's schools will open on time next fall. This goes a long way toward demonstrating that the vast majority of Utah's teachers are keenly interested in the welfare of their state and of their students."

"The task now is to open schools next fall in an orderly manner—and, with the constructive efforts of the study committee, to lay a foundation which will give Utah the best schools possible consistent with our ability to pay for them."

—The Deseret *News*, August 5, 1963.

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CAPS was composed of representatives from the Utah Education Association, the Utah Society of Superintendents, the Utah School Boards Association, the Utah Congress of Parents and Teachers, and the State Department of Education. Its proposal, which would have meant an increase of $100 in Utah's current expenditure per pupil, was designed to bring the Utah figure up to the average of the seven surrounding mountain states—Arizona, Idaho, Colorado, Nevada, New Mexico, Montana and Wyoming. The estimated gap was based on figures developed by the Utah Education Association. The UEA estimate immediately ran into trouble, because it was considerably higher than the estimates of other Utah organizations. The Utah Foundation, a taxpayer group, had estimated the gap at $75 per pupil, and the Utah Legislative Council had set it at $77. (The state estimates of the National Education Association placed the gap at $78.)

CAPS recommended that 42 per cent of its proposed $24.7 million increase in school funds be devoted to raising teacher salaries (which would have meant increases ranging from $800 to $1000 per teacher), that 28 per cent be spent for more adequate staffing, and 30 per cent for additional teaching supplies, equipment, and maintenance. (The amount CAPS recommended for more adequate staffing included funds for hiring enough new teachers to eliminate half-day sessions and establish a state-wide kindergarten program. These measures would have required additional classrooms and would have necessitated a substantial increase in school construction expenditures. Consequently, CAPS also recommended a $7.7 million increase in state support for local building funds, but this was not a major issue in the Utah school controversy.)

The CAPS program was laid before the appropriate committees in both houses of the Utah legislature, and was publicized throughout the state by way of billboards, newspaper advertisements, radio and TV programs, brochures and information kits, a series of "grass roots" meetings sponsored by the Utah School Boards Association, and a state-wide "Lights On for Education" night at every schoolhouse in the state under the sponsorship of PTA units.

The UEA also did a considerable amount of lobbying with legislators. However, the CAPS bill never got out of committee, and was not debated on the floor of either house of the legislature. Instead, each house came up with its own school bill. Governor George D. Clyde, in his budget message to the legislature, had recommended an increase of $8.7 million in school operation and maintenance funds, which the UEA had called "inadequate and totally unacceptable." The Senate brought out a bill with an increase of a little more than $13 million, and the House figure was $9.9 million. A compromise, which the governor approved and eventually signed into law, provided for an increase of $11.6 million in school funds for each year of the 1963-65 biennium. Under the terms of the bill, Utah teachers will receive an average salary increase of about $700 per year. (The actual increases will range from $300 to more than $1000 per teacher, varying according to district, experience, and other factors.) Under the CAPS proposal, the average salary increase would have been about $900 per year.

Members of the Utah Education Association met in Salt Lake City on March 16, while the legislature was still in session, to decide what to do. It was a cold morning, following a bad snowstorm, but more than 80 per cent of the membership turned out. By individual ballot, they voted 7,788 to 189 (a margin of forty to one) to discontinue contract discussions for the 1963-64 school year until the school finance issue was "satisfactorily resolved." They also adopted a resolution requesting the National Education Association "to inform its members of the Utah situation and to urge them to refrain from seeking employment and entering into verbal or written agreement with a Utah board of education" until the issue was settled.

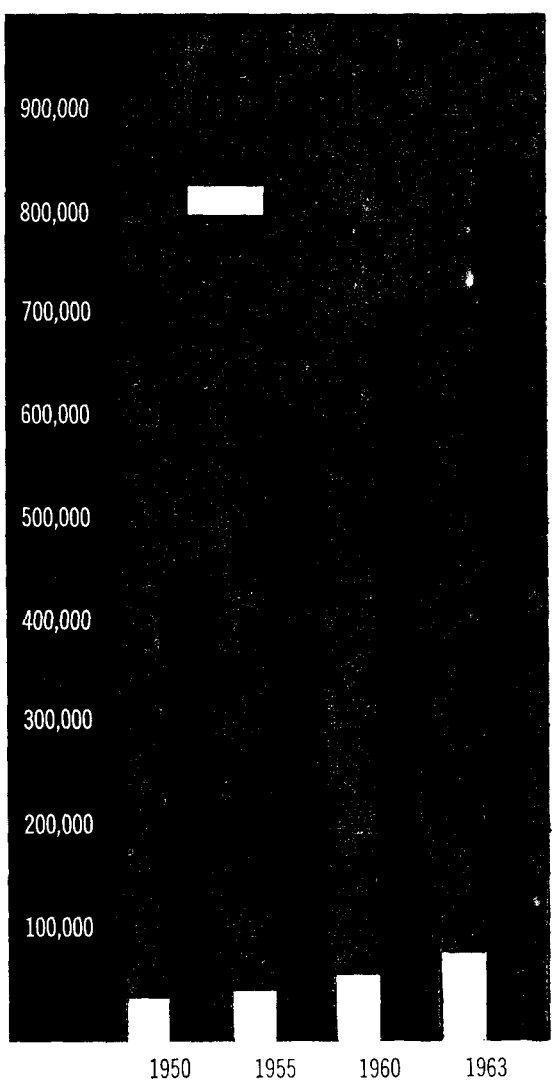
The NEA gave immediate national publicity to the Utah situation and, according to Executive Secretary William G. Carr, "allocated expert legal assistance and substantial funds to help make UEA objectives clear to the citizens of Utah." The NEA also advised its members that if contracts were offered for jobs in Utah, they "might be for positions in which Utah teachers expect to remain."

The UEA, maintaining that the CAPS proposal had not received a fair hearing in the legislature, demanded that the governor call the legislature

No Strike Pledge

The following clause, written into the contract between the United Federation of Teachers and the New York Board of Education last year, has been retained in the new agreement:

"The Union and the Board recognize that strikes and other forms of work stoppages by the teachers are contrary to law and public policy. The Union and the Board subscribe to the principle that differences shall be resolved by peaceful and appropriate means without interruption to the school program. The Union therefore agrees that there shall be no strikes, work stoppages, or other concerted refusal to perform work by the employees covered by this agreement, nor any instigation thereof."



Sources: Annual Report of AFT, 1963; NEA Handbook, 1963-1964.

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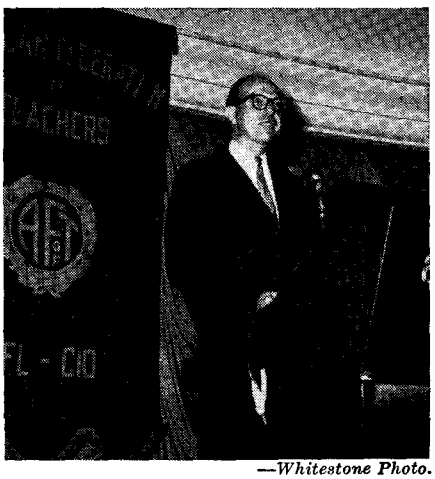

—*Whitestone Photo.*

Calvin E. Gross—"Your aims are not nefarious, and neither are ours."

back into special session to reconsider the school finance bill. The governor refused. He pointed out that the $11.6 million increase voted by the legislature was the largest of its kind ever granted in Utah, and he argued that it would be inappropriate for him to ask the legislature to reconsider a matter it had already considered and acted upon. When the UEA demanded that he include school finance on the agenda for a special session of the legislature necessitated by his veto of a state building bill, the governor refused again. This time, however, he announced that he would appoint a blue-ribbon citizens' committee to make "a thorough study and factual analysis" of Utah's school finance problem. He said he was convinced that "we do not have sufficient basic data, objectively collected and analyzed, on which to base final judgment" on the school finance question, and that the study "should give us a sound basis on which to build our future programs." He emphasized that he was not promising to call a special session of the legislature when the committee's findings became available. "On the other hand," he added, "I am giving Utah citizens my full assurance that I shall do whatever my best judgment indicates in the light of the facts developed by the committee. Obviously, this could include the summoning of a special session of the Legislature." He said the study should be completed within a year, and sooner if possible, but that in any event the report should be submitted in ample time so that it could be studied and analyzed, and any needed legislation carefully prepared, before the next session of the legislature. The governor made his announcement on May 27. It was interpreted to mean that the action the legislature had already taken would be final for the 1963-64 school year, but that if the study committee's findings warranted, the governor would call a special session in sufficient time for action to be taken for the 1964-65 school year. The UEA demanded that it participate equally in naming the members of the committee, that the committee start work on June 15 and be given an August 15 deadline, that the committee be charged with determining whether a special session was necessary, that if the committee so recommended the governor call the session not later than January 1964, and that the session "be allowed to consider the recommendations of the committee without further executive instructions."

The governor hit the ceiling. He replied that he would not abdicate the responsibility of naming the committee members, and that he could not and would not allow the committee to make decisions that legally were his alone to make.

By now, the relations between Governor Clyde and John C. Evans, Jr., executive secretary of the UEA, were anything but cordial. The governor resented the pressure the UEA was applying, and made it clear that neither he nor the legislature could be intimidated. Evans and his colleagues, on the other hand, felt that the governor was being obstinate. An impasse had developed, and it persisted through the end of the school year and well into the

(*Continued on page* 70)

Editorial Comment on the Settlement in New York

Following are excerpts from editorials in four New York newspapers on September 9:

No School Strike

All New Yorkers will rejoice that the city's school children are to be spared the hardships of a senseless and illegal teachers' strike. The contract approved by the United Federation of Teachers represented the best available solution for a situation that never should have reached the strike stage. The city owes an enormous debt to Mayor Wagner's three distinguished mediators, who labored selflessly, imaginatively and with a firm recognition that the teachers' demands should not be satisfied at the cost of vital school needs. But the precedent the new agreement sets can be destructive unless better machinery is created to rule out economic muscle as the determinant of educational pay scales.

—The New York *Times*

Victory—at What Price?

The threatened teachers' strike, with all the bitterness and bickering it implied, has been averted. The education of a million children went along without interruption. Teachers got a pay raise—not all their union had demanded, but a substantial gain.

But there's another side to this picture of first-day jubilation.

What was the price of this victory? Does it mean that the city must reconcile itself to a periodic show of raw force every time a contract comes up for renegotiation?

—The New York *World Telegram and Sun*

No Strike—But . . .

The Federation defied the law, the courts and public opinion by insisting that its members would strike unless they received salary increases this fiscal year. It held the strike threat poised until the very last minute, conceding no more to the processes of mediation than it had to the normal course of evolving educational policies. The teachers were tough—and they won . . .

This city must now pay the price of capitulation to force.

—The New York *Herald Tribune*

Strike Averted

Before we all relax it would be prudent to take a look at a bargaining procedure which brought us to the brink of chaos. The process is not very satisfactory. Collective bargaining between teachers who are forbidden by law to strike and a board which does not have the final say over how much money it will have to distribute is a contradiction in terms.

That the city came through this time without disaster is no guarantee it will be this fortunate two years from now.

We can all heave a sigh of relief. But we would be guilty of extreme shortsightedness if we did not immediately put our best minds to work devising a better way to settle these matters in the future.

—The New York *Post*

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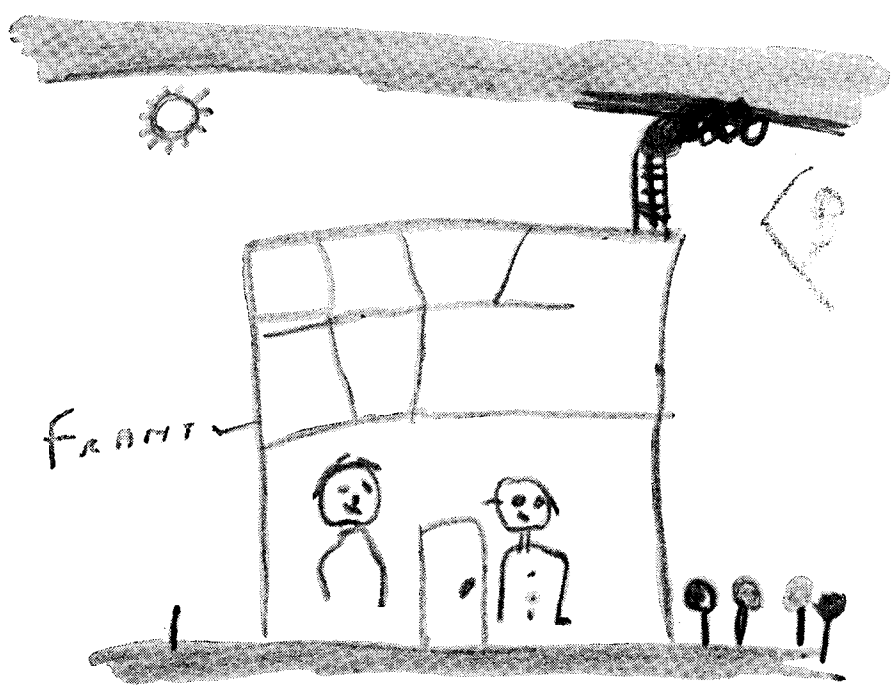
RACIAL IDENTITY IN SCHOOL CHILDREN

Children in the South, both Negro and white, are confronting the normally difficult tasks of education under conditions of unusual social stress. Caught up in an historic moment of social change, they, their parents and their teachers must live and work in a volatile world of tension, hostility and incipient violence. In an effort to learn how these children see themselves and respond to each other, what color means to them, and how they handle the strains of desegregation, Robert Coles, a child psychiatrist, spent two years in the deep South establishing close acquaintanceship with the first Negro children to attend white schools in Atlanta and New Orleans, and with a number of their white classmates. In New Orleans the children were first, second and third graders; in Atlanta they were adolescents in the last two years of high school. Dr. Coles is consultant to the Southern Regional Council, which sponsored the research on which this article is based. The project was carried out with financial support from the New World Foundation and the General Education Board. Dr. Coles is also Research Psychiatrist at the Harvard University Health Services.

By ROBERT COLES

"YOU are a doctor, so you must be clean," the lad told me firmly. Another time he was less emphatic and more curious: "How can you cure niggers if you have to be good and treat whites, too?" At the age of six this neat, rather sturdy boy who wanted to be a doctor knew his racial distinctions as well as his letters and numbers at school. He is exceptionally bright, and after two years we had come to know one another well, through our talks, but also through our games and drawings. Children of his age are not the best conversationalists, but they have much to tell, and in play or with crayons they can be very informative.

His picture (below) with its Negro encircled and obviously excluded helps tell what desegregation means to him; the Negro has arrived at his school, but must be kept cordoned off from whites. It is a child's image of what apartheid means. From his earliest moments of speech his parents had started telling him about the importance of racial differences and separation. They were militant segregationists, and would talk freely about their attitudes—I had always agreed with them that their views must be fairly known in any research study of what happens in desegregation. They had taken their son Jim from the first grade of his school in New Orleans when one Negro girl had been assigned there under federal court order. The events surrounding that crisis in school desegregation in the South are easily recalled because of their very disturbing nature: riots, vandalism, a total boycott of one school by whites and another boycott kept partial only by the presence of a handful of five to ten white children. Jim had missed a half year of schooling because of the boycott, but the next year white parents became increasingly aware that the choices for their children were no schooling, private schooling at considerable cost, or attendance at tokenly desegregated public schools. In the face of such alternatives, the boycott died. "I decided that Frantz School was as much mine as that nigger's, and besides, Jimmie wanted to go back real bad," his mother recalled.



"The Negro has arrived at his school, but must be cordoned off from whites."

After two years Jimmie and his family began to grow accustomed to my visits. Our relationship had become a relaxed and trusting one. They were poor, but proud and ambitious people, anxious for their only son to be educated. Jimmie has his father's Irish quality of light hair and flushed complexon, but the dark brown eyes of his mother's French stock. His father, with two other children and a sick mother, struggles hard on the meagre income of a utility company repairman. They own a small white frame

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house in the industrial west of the city. They have no air conditioning to help resist the sieges of clammy heat which can persist for weeks in the city's subtropical climate—bills and bad weather set nerves on edge as powerfully as old memories and dreams. Whites and Negroes live close by in this older section of the once mighty river port. Indeed Jimmie lives a scant four or five blocks from the little girl whose entrance to his school so enraged his parents, and, I think, confused their son.

Jimmie and I one day were walking to a nearby playground for a game of "catch" when he asked me whether I thought his school would be "flooded with them." He had just been telling me that he really didn't mind the colored girl in his class because he generally stayed clear of her. He had played in a game with her one time, but there had been others involved in this misdemeanor too, and "besides, it's when a lot of them come that we'll get dirty with them all around." This well-scrubbed boy knew how annoyed his mother was when he came home with his clothes torn or caked with mud. He pursued the disasters threatened by integration in other talks. Once, as we played with a doctor's kit I had brought for him he said, "They do bad, and make us get sick." He had heard his mother talk about various diseases as typical of Negroes, and knew enough to predict his susceptibility to contamination or disease at their hands.

He represented his little Negro classmate, Ruby, in his drawings not merely encircled as if in jail, but in caricature—with exaggerated teeth and ears and a general appearance resembling a vampire. Asked to imagine her grown, without hesitation he drew her holding a primitive but recognizable vacuum cleaner. When I pointed out to him the obvious irony of unclean people keeping the homes of others tidy, he smiled knowingly and told me that they had *jobs* to do. With that the paradox in his eyes appeared to vanish. I know white children in Atlanta ten years his senior who confront the same paradox with a similar reply. One girl daily eats food prepared by a Negro, lives in a house kept almost uncomfortably spotless by her, yet she has lectured me insistently upon their "poor morality" and lack of "clean standards." She resolves her doubts with thoughts like the following: "It's different when they come out here, because they are influenced by our way of living. But when they go back to their own homes they revert back . . . you know slip into what's natural for them." At least they were flexible! We could agree on that, anyway.

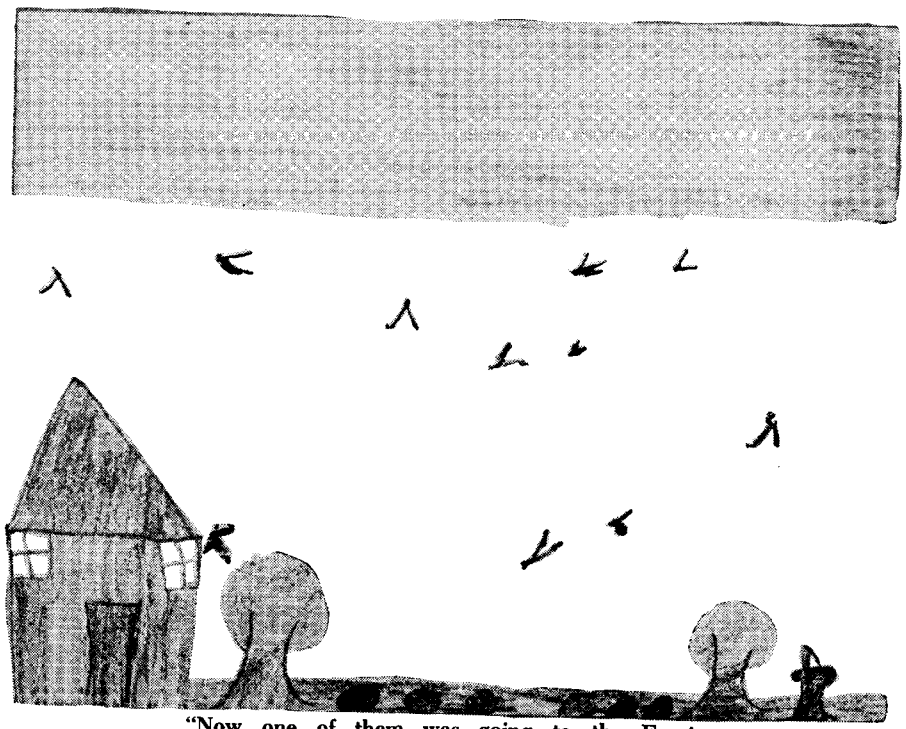
Jimmie did, in fact, play with Ruby occasionally, more times than he felt able to "remember." Ruby told me so, and another white boy, friendly to Ruby, confirmed it. I sometimes watched the children as they played in the school yard. It was hard for any of them to keep out of anyone else's way. The few white children who remained with Ruby during the hardest days of the boycott never *wanted* to keep away from her. For them she was a heroine, communicating excitement. She meant more attention from their teachers than they had ever had before. Even with mobs outside these white children and their one Negro schoolmate somehow pursued their studies.

What of this "heroine," this dark little girl of six whose parents had just come to New Orleans from an impoverished Mississippi farm? What of the three Negro girls who for a while attended an empty school, or those few young children who pioneered desegregation in several other schools in the city the next year? The games they play, the pictures they draw are in forceful counterpoint to Jimmie's, even to those white children who come from homes friendly to the idea of desegregation. I have been struck by how clearly young Negro children foresee the bleak future of their lives. With crayons, a medium of quiet eloquence, one often strikingly expressive, they draw a world of fear and foreboding, of worthlessness, of anticipated uselessness. "That means my daddy can't get a job because he's not right for it." I had asked Ruby to draw a picture of her daddy, and she had replied with one of a coal black man—her father was in fact rather light brown, but she was apparently determined to make her point that a miss is as good as a mile. She drew his arms small, without hands or fingers, and placed him under a rather gloomy and leafless tree.

The point at issue is not her absolute artistic skill, but her comparative feelings being translated into widely different representations of the world. This child *could* draw strong arms and well-proportioned bodies—but for whites only. Whites parade through these drawings with their thin lips and fine noses, blue eyes and blond hair, set in as well-appointed an environment as the child can represent with her budding skills. I asked little Ruby why she always colored white people's eyes and hair as she did (in those coloring books which would never think of admitting a Negro to *their* schools). She smiled and turned her head away without reply. I pointed out to her that my hair was not blond and my eyes were brown. She then answered with, "I don't know the white, except maybe for you, so I can't color their hair anything else." I wondered where she had learned the colors she *could* use, and she quickly listed the sources: her television set, calendars left by salesmen, movies, and those furtive glances which she described when she said, "I catches a look sometimes, real fast like."

In a world where they must peek around corners, these children came to know whites intimately only through their dolls. Yet, I recall a little girl in

(*Continued on page* 68)



"Now one of them was going to the Frantz school and the girl hoped the weather would clear."

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SCHOOLS FOR THE SIXTIES

The National Education Association's annual convention of 1959 authorized a three-year project for the improvement of the instructional program in schools throughout the nation. A national committee of educators was selected by the headquarters staff of NEA and Professor Ole Sand of Wayne State University was appointed director of the program. The committee and its director were instructed to "make thoughtful and creative recommendations to serve as a guide to the profession and the public in their combined efforts to study and improve the quality of instructional programs in the schools."

The project has involved many people. The majority have been professional educators, but scholars from the various disciplines were invited to take part in special seminars and specialists in psychology, sociology, and anthropology were commissioned to prepare source papers as background information. In addition, significant studies in the various academic disciplines were brought together into a useful report and elementary and secondary principals participated in a status study in which they described past, present, and future developments as they saw them with regard to a number of the crucial issues in education.

The report, released this month, consists of four volumes and three auxilary reports (see box). The overview volume, "Schools for the Sixties" (McGraw-Hill, 146 pp., Cloth $3.95, Paperback $2.45), summarizes the results and conclusions of the entire study. With so many people involved and sharing responsibility, it was inevitable that the report would show the result of the committee system of decision making. Some of the recommendations are hedged in with qualifications which make them less sharp than those of the various Conant reports for which a single individual accepts the responsibility. But many of the recommendations found in "Schools for the Sixties" are clear and firm. Others, particularly those dealing with such innovations as team teaching, non-graded schools, class size, and the use of television and teaching machines, while cautious and qualified, suggest a new willingness on the part of the NEA to challenge the traditional doctrine of the self-contained classroom with its thirty children taught by a single teacher. It is this reversal of policy that makes the report significant.

"Schools for the Sixties" is reviewed below by J. Steele Gow, Jr., Director, Learning Research and Development Center of the University of Pittsburgh. Some of the most important conclusions and recommendations from the report are summarized on page 60.

By J. STEELE GOW, JR.

PUBLICATION of *Schools for the Sixties* may well mark that moment when the education profession, like a distance runner, either does or does not get the "second wind" needed to maintain or step up the pace of advance.

This overview volume of the National Education Association's Project on Instruction reflects the advances made in that burst of school-improvement energy we have been experiencing for the last several years. It also challenges us now to draw upon our power of endurance to keep racing ahead—hopefully even faster—for we yet have far to go to achieve an educational system adequate to the demands of the times.

The burst of energy released by the firing aloft of Sputnik might be expected to flag at about this juncture. Public awareness of the importance of education in modern society and public interest in and demand for school improvement have stimulated and supported a great deal of vigorous action by the education profession. So much so, in fact, that we may imagine we have advanced much farther than we actually have and therefore be tempted to ease up.

Furthermore, while there has been much activity, much thrashing about, neither the interested public nor the profession is quite sure how much of all this really has been contributing to the advancement of education, how much has been solid progress and how much has been frantic knee-pumping. The time comes to take a deep breath, straighten out and settle into stride for the long run.

The purpose of the Project on Instruction has been to appraise and give clearer direction to efforts at advancing American education. This summary volume, which is to be backed by three more specialized volumes, outlines and briefly discusses thirty-three recommendations. None of the recommendations will initiate a radical departure, for this is no dissident group's rallying cry to revolution but the "sense of the meeting" arrived at under the auspices of the teaching profession's largest and most widely representative organization. Viewed for what it is and was intended to be, *Schools for the Sixties* performs a valuable service, in the tradition of such predecessor endeavors as *The Cardinal Principles of Secondary Education, The Purposes of Education in American Democracy,* and *The Central Purpose of American Education.*

The recommendation that could prove to be the most significant of the lot is the one calling for school systems to "allocate an appropriate proportion of their annual operating budgets—not less than 1 per cent—for the support of research, experimentation and innovation." This one, if translated into action broadly, would constitute recognition and acceptance by the educational enterprise's practicing units of their responsibility not only to "keep shop" but

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to contribute to the advancement of the profession. One must say this recommendation *could* prove to be significant, because it is unfortunately not inconceivable that research and experimentation will be interpreted in practice to mean pre-school teacher orientation sessions, routine curriculum tinkering and the like. However, the discussion of this recommendation makes pretty clear that more than that is intended. Coming from this source so representative of the teaching profession, in the field as well as in the schools of education, even the true intent of the recommendation ought to get across to school budget makers.

Another significant – and related – recommendation is that "regional curriculum and instruction centers . . . , located mainly in universities, should work in partnership with local schools to initiate innovation and conduct experimentation and research to improve the instructional program of the public schools." The report does not confine itself to endorsing particular innovations already tried or suggested but recognizes, perhaps most clearly in this recommendation, the need for sustained collaboration between universities and schools to generate the still unforseeable changes that will be required to meet the demands of our rapidly changing, complex society with its explosion of knowledge.

Again, however, one cannot help wondering how this will be translated into action, whether the universities' disciplines scholars and learning researchers as well as educators of teachers will move out of their cloistered studies and artificial laboratory settings often enough to have a substantial impact on practices in the schools, or whether they will want to stick largely to what Alvin Eurich calls "problems that do not matter"—those nearly manageable, journal-article-producing problems that win professional promotions and leave practice in the field unaffected.

Speaking of practice, a recommendation that could prove to be a real landmark on the changing education scene is one that lays to rest the idea of "covering" a subject and calls instead for teaching to emphasize organizing principles and methods of inquiry, analysis, and judgment. To be sure, this is nothing new in the literature, but practice has lagged far behind theory in reflecting the fact that the continuing explosion of knowledge and the rapid revision of priorities of importance in curriculum content have made "coverage" both impossible to achieve and inappropriate as an objective. Perhaps the straightforward statement on this matter by the NEA's Project on Instruction will accomplish the change in practice that the literature from other sources has been so slow to bring about.

Subject matter scholars on national curriculum development commissions have been helping to construct models of this approach to learning and instruction, and schools of education have been preaching the new gospel. However, something more appears to be needed to modify in any substantial way what actually goes on once the teacher is alone with her students in the classroom. Perhaps what has been needed, as much as anything else, is a clear acknowledgment by the practicing profession that there is a feasible alternative to "coverage" or even "selective coverage" as a method and an objective. This acknowledgment the Project's statement provides, and, in so doing, well exemplifies the kind of purpose this sort of report is capable of serving.

Significant in still another way is the recommendation for emphasis on programs for disadvantaged youngsters, for the potential dropouts and delinquents. Its significance, to my eyes at least, lies not merely in the recognition of the scope this problem area promises to assume in the predictable future. Certainly it is important to realize that our emerging society of the future simply has no productive roles for the half-educated to perform, but that is pretty generally recognized now. What is more important in the discussion of this recommendation is that it points quite unequivocably the direction we must take in contending with the problem. Branching off youngsters who are not academically motivated into so-called vocationally oriented programs is no adequate solution if the vocations are ones that will not exist in the future, and there apparently will be ever fewer vocations that do not require at least the high school level of academic preparation. Therefore, the direction which is pointed out is that of finding ways to make meaningful to economically and culturally disadvantaged youngsters the necessary academic preparation, to motivate them and to devise programs suited to their modes of learning.

While one of the more specific companion volumes may attempt to do so, *Schools for the Sixties* does not offer concrete suggestions for implementing this approach to the problem of the economically and culturally disadvantaged. However, that is no reason to fault it. Attention is focused on this explosive problem and the only realistic approach to its solution is pointed out. These alone constitute a major contribution and the one that a "sense of the meeting" report of this sort is capable of making, because it encourages the profession to aim its efforts at the right target.

These recommendations mentioned, of course, are only a few of the thirty-three outlined and discussed in *Schools for the Sixties*. The Project on Instruction, early in its three-year career, established limits to the scope of its task, focusing on what seemed to be a manageable number of crucial instructional issues and concerns. It did not give major attention, for instance, to issues related to pupil or staff evaluation, teacher education or matters dealing directly with the teaching act. Even so, this overview volume touches on a broad range of issues, summarizing as it does the three supporting volumes, *Deciding What to Teach*, *Planning and Organizing for Teaching*, and *Education in a Changing Society*. Therefore, it is readily understandable if not all of the issues are treated in a uniformly

(*Continued on page 75*)

NEA Project on Instruction

The Report

Schools for the Sixties (McGraw-Hill, 146 pp. $2.45 paper, $3.95 cloth).

All other publications listed below are published by the National Education Association, 1201 Sixteenth St., N.W. Washington 6, D.C.
Education in a Changing Society (166 pp. $1.75 paper, $2.75 cloth).
Deciding What To Teach (254 pp. $2.25 paper, $3.25 cloth).
Planning and Organizing for Teaching (192 pp. $2.00 paper, $3.00 cloth).

Auxiliary Publications

The Scholars Look at the Schools: A Report of the Disciplines Seminar (64 pp. $1.50).
The Principals Look at the Schools: A Status Study of Selected Instructional Practices (76 pp. $1.50).
Current Curriculum Studies in Academic Subjects (101 pp. $2.00).

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A Summary of NEA Recommendations

Local school boards are the legal instruments through which the state fulfills its responsibility for education. The distinction between lay control of school policies determined by the board of education and implementation of these policies by the professional staff, with the leadership of the local superintendent, should be delineated, understood, and respected.

Local school faculties should have the freedom and the authority to make decisions about what to teach—within state and local requirements—and how to teach. Final instructional decisions should be made by the teacher, taking into consideration recommendations from appropriate local, state, and national groups representing the teaching profession, academic scholars, and the public.

State legislatures should set forth general goals for the schools, provide adequate financial support, and delegate broad powers of implementation to the state and local educational authorities. The state legislature should *not* prescribe curriculum content or legislate specific courses.

School systems should allocate an appropriate proportion of their annual operating budgets—not less than one percent—for the support of research, experimentation, and innovation. Adequate time should be provided for each staff member to participate in curriculum planning, research, evaluation, and other activities designed to improve the instructional program.

Priorities for the school are the teaching of skills in reading, composition, listening, speaking (both native and foreign languages), and computation . . . ways of creative and disciplined thinking, including methods of inquiry and application of knowledge . . . competence in self-instruction and independent learnings . . . fundamental understanding of the humanities and the arts, the social and natural sciences, and mathematics . . . appreciation of and discriminating taste in literature, music, and the visual arts . . . instruction in health and physical education.

Rational discussion of controversial issues should be an important part of the school program. The teacher should help students identify relevant information, learn techniques of critical analysis, make independent judgments, and be prepared to present and support them. The teacher should also help students become sensitive to the continuing need for objective re-examination of issues in the light of new information and changing conditions in society.

The school curriculum should include a study of political and social ideologies focusing upon Communism. The methods of rational inquiry should be stressed. The study should be set in the perspective of the modern world and be incorporated into the instructional program at appropriate points. If a special unit on Communism is deemed desirable in the secondary school, it should supplement and complement earlier study of these topics.

As with other areas of the curriculum, decisions about *what to teach* and *how to teach* about these topics should be based upon policies developed by school administrators and teachers of the local school system. In the formulation and implementation of such policies, school personnel should utilize the resources of scholarship and be supported in their decisions by the school board and by an informed community opinion.

The objectives of the school, with a clear statement of priorities, should give direction to all curriculum planning. This applies to adding content, eliminating content, or changing the emphases on various topics and fields of study.

The public, through the local school board, is responsible for determining the broad aim of education. The professional staff is responsible for translating the broad aims into specific objectives that indicate priorities and define clearly the behaviors intended for the learners. The local board of education has responsibility for seeing that an acceptable statement of objectives and priorities is prepared and for endorsing such a statement.

The fact that very young children *can* learn relatively difficult aspects of science, mathematics, and other subjects is at best an incomplete answer to the question of whether they *should* learn them at this particular stage of their development. Decisions about *when to teach what* should be based on both the learner's ability to understand and the relative importance of alternative ways of using the learner's time at any given point in his school experience.

The vertical organization of the school should provide for the continuous, unbroken, upward progression of all learners, with due recognition of the wide variability among learners in every aspect of their development. The school organization should, therefore, provide for differentiated rates and means of progression toward achievement of educational goals.

Nongrading and multi-grading are promising alternatives to the traditional graded school and should be given careful consideration in seeking to provide flexible progress plans geared to human variability.

Well-planned cooperative efforts among teachers—efforts such as team teaching, for example—should be encouraged and tested.

The use of educational television (ETV) and radio, to broaden and deepen learnings, should be encouraged. Such use should be accompanied by a vigorous program of research and experimentation.

Schools should make use, with proper supervision, of self-instructional materials and devices (programed instruction) that facilitate varied learning opportunities and continuous progress for learners of widely divergent abilities. The use of programed instruction should be accompanied by a vigorous program of research and experimentation.

New concepts of space should permit and encourage: (1) varying sized groups ranging from small seminars to multiple-class; (2) independent study with visual and/or acoustic privacy as required; (3) access to a variety of instructional media; (4) multiple use.

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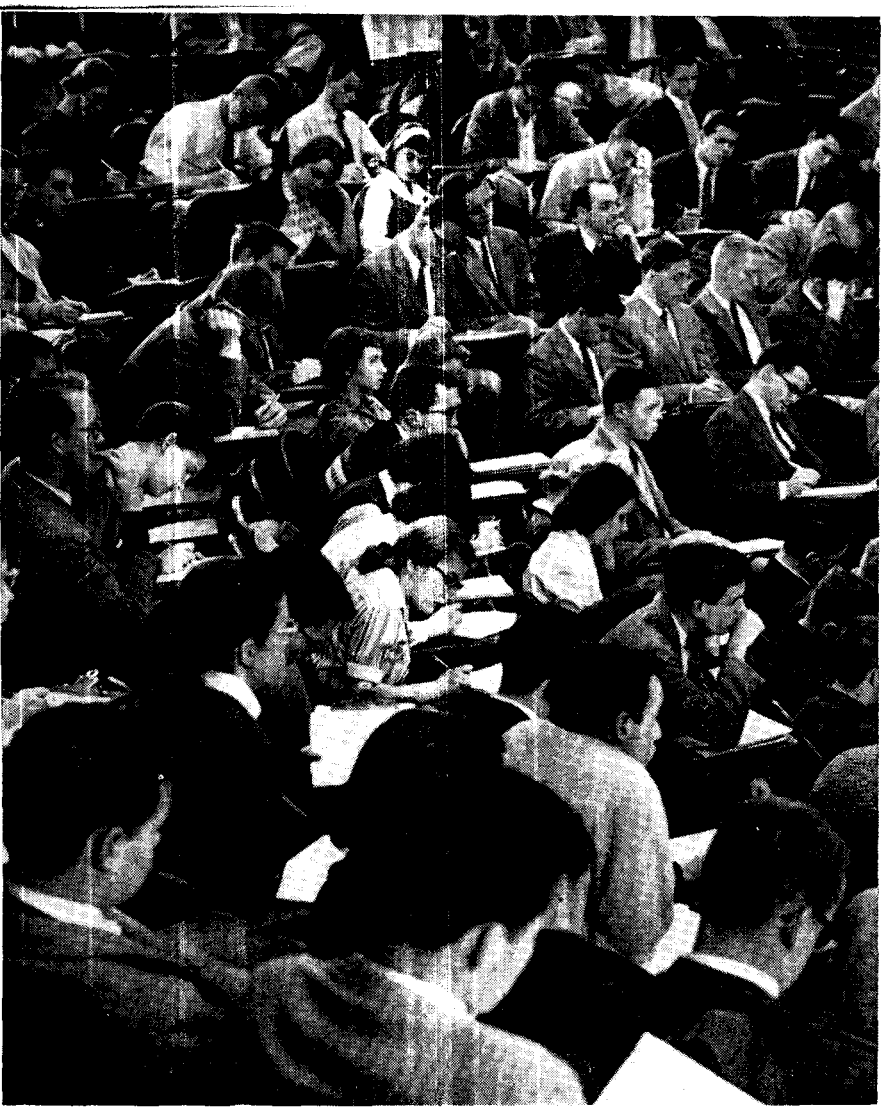
The Changing Face of Harvard College



"Harvard and Radcliffe students attend the same classes."

By HUMPHREY DOERMANN, *Director of Admissions at Harvard.*

AT FIRST glance, the young men who have entered Harvard College this fall do not appear to be very different from their predecessors of a generation ago. But appearances are deceptive; the changes are striking.

The Harvard freshman of thirty years ago was most frequently a New Englander or a New Yorker who had attended a private school or one of the public schools which specialized in preparing for college. Although Harvard from the beginning tried with varying success to attract students from the whole nation, only four students out of ten thirty years ago came from outside New England.

Today's freshmen come from every state of the nation (with occasional omissions) and many nations of the world. Seven out of ten come from outside New England. Harvard, like similar liberal arts colleges in the Northeast (and like many elsewhere) has become more nearly a national college.

It is no longer strictly a men's college either. Harvard and Radcliffe students attend the same classes under the same professors, and take the same examinations. Last spring for the first time they received the same (Harvard) degree.

More of Harvard's students now come from public high schools. Most are better prepared for college than students were a generation ago. All have passed through a tougher selection process. As recently as ten years ago twelve sections in the freshman English composition course were maintained for stragglers who could not keep pace with the standard course. Four years ago there was one such section and now there are none—even though the course requires more writing competence than it did a decade ago.

"C" is no longer the comfortable, gentleman's grade. A majority of the new freshman class will probably graduate with honors. Eight out of ten will plan to go on to graduate or professional schools which have high admission standards; a generation ago less than half the graduates planned to continue their education beyond the A.B. degree.

The earlier generation graduated in the depression years. A few graduating seniors then could not find a job that suited them, but could afford a year or two of graduate school and made that choice to wait for improvement in the job market. Others—probably a larger number—seriously wanted to continue their education but had to go to work regardless of what they thought of their starting salary. (The Placement Office in 1936 reported it had helped sixty-one men in the graduating class find positions, with an average annual salary of $1,140—the highest in five years.)

TODAY the financial pressure on undergraduates still seems great, but the prospects after graduation—either for jobs or graduate fellowships—has vastly improved. June graduates in 1963, for instance, could look forward to average starting salaries in industry close to $6,500.

The Harvard freshman who today is in the bottom tenth of his class, measured by aptitude test scores only, would have been the median freshman of ten years ago, and probably higher than that thirty years ago. The steady upward movement of the freshman test score pattern leveled off about

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four years ago, however, and, with most of today's applicants able to do good college work, conscious efforts to raise the score pattern further seem unlikely in the near future.

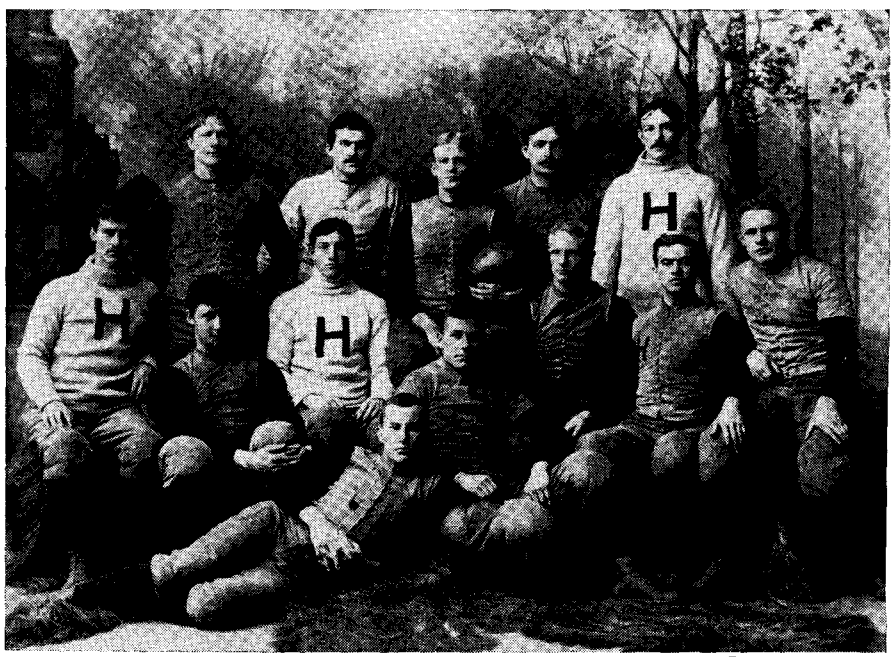
Thirty years ago there was less difficulty and uncertainty involved in gaining admission to Harvard, probably less pressure, and unquestionably less paper work. A freshman then was admitted on the basis of his school's recommendation and either by subject-matter examinations or by a school record placing him in the upper seventh of his class. The Admission Committee seriously questioned only the applications of men who seemed doomed to academic failure or who by demonstrated character weakness looked clearly undesirable.

Today's freshman applicant is asked to write an essay about himself, to list the books and magazines he has read in the previous year, and to take three multiple-choice, one-hour tests in fields he has studied as well as a three-hour aptitude test. While asked for only one set of scores, applicants sometimes take the tests four or five times, hoping to nudge the numbers a little higher. Most colleges and schools officially discourage the excess testing, but it happens anyway—a symptom of added pressure.

The applicant's school today is asked more detailed questions about him than before, and teachers are asked to add independent appraisals of character and academic promise. Now he is usually interviewed by an admission staff member or by an alumnus—sometimes a welcome chance to ask questions, sometimes, unfortunately, an ordeal.

In an effort to attain greater geographic diversity in each freshman class, Harvard for many years gave some preference to Westerners, Midwesterners, and Southerners in its selection. From 1952 to 1960, Wilbur J. Bender, then Dean of Admissions and Financial Aids, built an unusually effective organization of alumni across the nation who visited schools, interviewed candidates, and encouraged able high school seniors to apply to Harvard. This activity was so successful that, ironically, the greatest single geographic preference now goes to candidates who reside in or near the Greater Boston area, in the hope that a strong local delegation can be preserved in each freshman class despite the increased and still-encouraged competition elsewhere.

Between 1940 and 1960 America's college student population roughly tripled. High schools at the same time revolutionized many of their programs and required far more from their students. Colleges like Harvard expanded relatively little while the number of applicants multiplied. Selection committees which twenty or thirty years ago were concerned mainly with probable academic survival were forced (or had the opportunity, depending on how you look at it) to consider which of many well-qualified candidates should be admitted.



—Bettmann Archive.

The Harvard team of 1890—"C is no longer the comfortable, gentleman's grade."

Unquestionably, Harvard's policy decision to seek a freshman class with varied backgrounds, talents, and interests—not to admit students on the basis of grades and test scores alone—has helped generate a more diverse and interesting undergraduate community. Unquestionably, also, it has made the prediction of probable acceptance for any single candidate a much more uncertain exercise than thirty years ago. Today's Harvard freshman typically applied to at least three other colleges, and was unable to make his final choice until spring of his senior year of high school. His counterpart thirty years ago would likely have regarded the extra applications, essays, appraisals, and general uncertainty as so much nonsense or worse. But the obligation to make highly competitive selection decisions as fairly as possible seems to preclude any return to the older ways.

Thirty years ago Harvard College tuition was four hundred dollars; eleven hundred dollars and frugal habits would see a man through a full academic year. The tuition figure is now just over fifteen hundred dollars, while three thousand comes closer to meeting the cost of a tight-budget year, travel cost not included. Next year the tuition will move up to over seventeen hundred dollars.

ABOUT one half of Harvard's undergraduates receive some form of financial aid. Without this support Harvard would be a place only for the well-to-do. This financial aid still does not make paying the heavy costs easy, but it does make payment possible, regardless of how much or little money is available from home. While the number and amount of individual scholarship awards has multiplied (more money was donated into scholarship endowment in the last ten years than in the previous three hundred and twenty), undergraduates also borrow more than they ever did before. Most of them also work during summer vacations and four out of ten work an average of about twelve hours a week during the school year.

Thirty years ago an undergraduate needed to achieve a "B" average each year to earn renewal of his scholarship. Today, with "B's" harder to come by and the financial consequences of nonrenewal often more disastrous, a scholarship holder can continue to receive aid if his teachers feel he has been making an intelligent effort to do his best work—even if the grades are not "B's." This change was voted by the faculty in 1958, partly from its concern that students might otherwise be encouraged to select courses not for their own worth, but for the likelihood of earning an honor grade.

The demands on an undergraduate's time today have changed, and the range of activity open to him has increased. With an abler student body planning increasingly on graduate study, the quality of scholarship in the college has certainly risen. Unfortunately the pres-

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sure to get good grades for their own sake has risen also. A mediocre record seemed less likely to blight a man's career thirty years ago than today. Even being expelled from college seemed to make less difference, which was fortunate because it happened quite often.

Among those who continue their education after college, a growing number of Harvard graduates—about three out of ten—will work towards the Ph.D. Fifteen years ago the law and medical schools attracted the largest number of students with the best academic records. Now the largest number of top scholars point towards the graduate schools of arts and sciences.

This change in turn often generates pressure towards earlier undergraduate specialization. The Harvard graduate schools of law, business, and medicine (with the exception of four required science courses) have not suggested prerequisite undergraduate study programs. Their admission practice does not give any hint of preference for undergraduate specialization. It is the quality of the work, not the specific subject, which matters. But a man generally obtains a Ph.D. in the field he concentrated in as an undergraduate, and the incentive to earn good grades early and in the field of eventual specialization often seems greater to this undergraduate than to the man with other career plans. The penalties for not doing so also seem greater. While Harvard and Radcliffe students now may choose from over seven hundred different courses—more than twice as many as were available thirty years ago—the new pressure to specialize may restrict the actual pattern of choice.

The undergraduate's pattern of living has changed. Thirty years ago the House Plan was just coming into being. Seven Houses, most of them built with a ten million dollar donation from Yale graduate Edward S. Harkness, stood ready to accommodate about three hundred and fifty upperclasmen (sophomores, juniors and seniors) each. A faculty tutorial staff lived in each. The Houses provided two, three, and four-man suites, a House library, a dining hall, and common rooms. But residence in the Houses was not required and many undergraduates still rented rooms nearby and ate their meals in private "eating clubs" (the outgrowth of earlier fraternities) or in local restaurants.

In 1941 the faculty ruled that all students not living at home, unless specifically excused, were required to live in college housing. The club men moved into the Houses, a unifying move for the undergraduate community and a severe blow to the activity of the clubs.

Today's undergraduate finds the Houses (there are now nine) centers for intellectual, social, and athletic activity that could only be hoped for thirty years ago. Quincy House (a new one, financed by part of the recent $88 million fund drive) and Radcliffe's Holmes Hall jointly produced an arts festival which included two concerts, a piano recital, a lecture on African art, a pageant, and competitions in painting, writing and photography.

THE Houses provide tutorials, lectures, seminars, and dining hall conversation with faculty members. They sponsor dances and field athletic teams in twelve sports. All this activity survives in vigorous competition with the college-wide intercollegiate athletic program, a daily newspaper, several magazines, choral groups, drama groups, and orchestras.

What Harvard College will look like thirty years from now can only be guessed. Harvard's faculty and administration can provide some of the answers in their own decisions. Whether new funds become available (and if so, what kind) will yield other answers.

Harvard undergraduate admission policy remains committed to the idea of diversity in background, talent, and interests. If this commitment is to retain its force, however, it must also be possible to the students who cannot afford the full price of Harvard to meet further cost rises.

Scholarship funds are now stretched tight. If, for instance, tuition rises two hundred dollars, roughly thirteen hundred undergraduate scholarship holders will need an additional $260,000 if they are to hold their own financially—roughly the income from at least $5 million in new endowment. Harvard's future ability to remain in touch with major segments of the population must depend on whether this kind of financial question can be solved satisfactorily.

Other equally expensive questions will demand answers at the same time. As the fields of learning expand, so do the demands to create new faculty positions, enlarge library collections, and provide new research and teaching facilities. The decision to build, with Massachusetts Institute of Technology, the Cambridge Electron Accelerator and to continue advanced research into the nature of matter, for instance, carried with it the additional commitment in additional power costs alone of half a million dollars.

Given good judgment and continued financial support Harvard College will continue to change. As in the past, some of the change will be self-generated. Much, however, will be in response to change elsewhere: change in secondary schools and in graduate schools; change in the manpower demands of industry, government, and the professions; and even change in the pattern of United States relations overseas.

"The demands on an undergraduate's time today have changed, and the range of activity open to him has increased."

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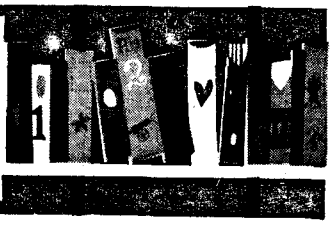
the Editor's Bookshelf



WHEN A PRIVATE SCHOOL is described as "exclusive" its students and their parents are delighted but the headmaster becomes uneasy. He points out that his school is more interested in academic potential than in family background, that scholarships are available for those who need them, and that most of his students come from "modest homes." Usually he denies the existence of quotas based on race or religion.

But what is the real basis for selecting the students admitted to non-parochial private schools? The fact that about only one percent of the nation's children attend them, while 15 percent are enrolled in parochial schools and 84 percent in public schools, indicates that some kind of selection is taking place. Is it social, academic, or economic?

Some clues may be found in "Sargent's Handbook" (*The Handbook of Private Schools*. Porter Sargent. 11 Beacon Street, Boston 8, Massachusetts. 1376 pp. $10), which for forty-four years has been the authoritative guide to private schools. The new 1963 edition includes descriptive data regarding "leading private schools" plus a listing of other schools and summer camps. It also includes some useful statistics.

In the 629 schools listed, only one student in forty-eight is on a full scholarship and only 11 percent receive any financial assistance whatever from the school. All the others presumably have parents who are able to pay the full cost of tuition, plus clothing, travel and incidentals. In a boarding school, where room and board are included in the tuition, the cost is rarely less than $2,000 and in some schools it runs as high as $6,000 to $7,000. Day schools are less expensive but it would be difficult for a family to put two or three children through boarding schools, and then send them on to college, with an income of less than $30,000.

In our affluent society such an income does not represent great wealth, but the fact that a headmaster considers it "modest" tells a great deal about his perception of reality — the average American family must support itself and provide schooling for its children on $5,000 to $6,000 per year. In a nation that offers free public education to all who want it, it seems probable that private schools will always be "exclusive" if only because of cost.

Any parent who has the money can probably get his child into *some* private school. The more prestigious of the schools, however, have many more applicants than they can accept. They base their selection on scores made on tests of intelligence, achievement, and special aptitudes, plus whatever additional criteria each school wishes to apply. The Handbook offers no clear indication as to what these criteria may be.

Because they are not under the direct control of either church or state, private schools are free to experiment if they wish to do so. Most of them, however, tailor their curricula to college admission requirements. These are vital to them because 95 percent of the graduates go on to college and most of them prefer colleges which have high admission standards.

In an introductory chapter Mr. Sargent discusses the relative virtues of public and private education. He says, "The local school system is very frequently an important unifying force in a community for both adults and children. For some children this fact may be all-important, while a brother or sister may gain more from being removed from this particular group and academic atmosphere. When the child's performance is below expectancy, there may be reasons to consider boarding schools or a program exclusively for boys or girls. Individualized instruction or a generally more intense academic stimulus may be required to meet the needs of a given child. These and many other characteristics are available (in private schools) together with the advantages of independence of outside control."

Sargent also comments on efforts recently made by professional organizations (specifically National Council for Accreditation of Teacher Education and National Commission on Teacher Education and Professional Standards) to extend the licensing of teachers to include non-public schools. He is vigorously opposed to required state certification which, he is convinced, would restrict the freedom of private schools and impair their quality.

GUIDANCE PROGRAMS are growing apace but the word "guidance" continues to mean different things to different people in different schools. To some it means only helping the student to select his courses and make his vocational plans. To others it means providing assistance in solving nearly all of life's problems.

Those who hold the latter view point out that when a student goes to a counselor for help on an academic or vocational problem he takes with him all his hopes, fears, anxieties, and troubles. If the counselor fails to understand the student's psychological problems the guidance will be inadequate.

Good teachers have always accepted some responsibility for individual guidance but today more and more of the responsibility is being passed over to specialized school employees called "guidance counselors." Some counselors are well trained psychologists but many have been prepared through a quickie course in counseling taken during a summer session.

The Counselor in a Changing World, (published by the American Personnel and Guidance Association, 1605 New Hampshire Avenue, N. W., Washington 9, D. C. $2.50) is a thoughtful discussion of the role of the counselor in today's schools. The author, C. Gilbert Wren, has been president of the American College Personnel Association, the National Vocational Guidance Association, and the Division of Counseling Psychology of the American Psychological Association. Consequently it may be assumed that his book reflects the thinking of all these organizations.

Dr. Wren believes that there should be a full time counselor for each 300 students but he is clearly opposed to giving the title and the responsibility to those not well qualified. For all counselors he would require two years of graduate work with an emphasis on psychology.

If counselors are to do all that is expected of them such standards are none too high. How soon they can be established is an open question because of inadequate salaries. Wren reports that today the median salary of school counselors is only a little above $6000 and that only 10 percent of the counselors in the nation make as much as $8000. Psychologists with two years or more of graduate work often have better opportunities in other fields.

Superintendents and school board members would do well to read what Wren has to say before selecting their counselors. There is great danger that in their eagerness to build guidance programs quickly with inadequate resources, school officials will appoint poorly selected and inadequately prepared men and women who will bring discredit to the entire profession. Bad counseling can do more harm than none at all. —P.W.

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The World is so full of a number of Things... never before has it been so essential that we have an understanding of the interrelatedness of all living organisms. Recognizing this need, the American Institute of Biological Sciences has developed entirely new approaches to the teaching of high school biology. One of the important new texts, known as the Green Version, stresses current ecological problems. It is published by Rand McNally.

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BOOK REVIEW

On Book-Borne Magic

Common Sense in Teaching Reading, *by Roma Gans (Bobbs-Merrill. 298 pp. $4.00), a practical guide for parents and teachers.* ***The First R: The Harvard Report on Reading in Elementary Schools,*** *by Mary C. Austin and Coleman Morrison (Macmillan. 270 pp. $4.50), a major survey of current reading practices together with suggestions for their improvement.*

By FRANK G. JENNINGS

"WITH something to read I felt fit and strong; I did my work briskly and well, and had something to anticipate." Thus Maxim Gorky records in his autobiography his early encounter with the magic of reading. He had quickly forgotten what his boss had told him, "Sooner or later books are bound to get people in trouble." They did and they still do, and between his joy and that warning lies the range of problems that confront any people bent upon a course of universal literacy.

We have fought and won the battle for the right of all to read. We have almost, but not quite, achieved the universal goal. We are concerned today with the quality of our reading and with the attainment of higher skills used with ever greater efficiency. One consequence of these urges is that we sometimes forget that there is a place for book-born magic.

Roma Gans has not forgotten. Through a long professional life, concerned largely with the teaching of reading, her sense of wonder before the printed page has never been dulled, nor has her capacity for outrage been diminished when she is confronted with a non-book that has been foisted upon a child who had expected magic. Dr. Gans has a very uncommon sense about the teaching of reading. She is clearly aware of the philosophical issues involved in universal education. She bows to no one in her commitment to the democratic imperatives of an informed, articulate, and active citizenry. As she puts it, "No mentally well child in our land should grow up to be an illiterate," but some do. She knows that reading is far more than "telling the letters":

> Obviously, knowing how to read is not enough, nor is rapidity, accurate comprehension, accurate recall, or any of the other skills commonly quoted as the hallmark of a good reader. A good reader who has developed his reading to meet current demands must utilize these skills but must have additional qualities of insight and judgment.

Dr. Gans covers much the same ground and examines the same issues and problems that are dealt with in *The First R: The Harvard Report on Reading in Elementary Schools.* That major effort, sponsored by the Carnegie Corporation and directed from the stronghold of the Harvard Graduate School of Education, looked into the reading programs and practices of 795 representative school systems in cities and counties with populations of over 10,000. What was found was a cause neither for terror nor for joy. Given the vital and volatile material that children are, considering the difficulties that beset any educational effort, it is remarkable that things go as well as they so often do. Echoing their earlier report published as *The Torchlighters,* which dealt with the preparation of teachers of reading, the authors now observe that:

> If one examines the preparation given to the elementary school teacher at the collegiate level, it becomes abundantly clear that she performs better than one has any right to expect. Perhaps no other profession offers so meager a preparation; yet no other demands so much from its members.

Reading these two books together is rather like eavesdropping on an informed dialogue. Dr. Gans's observations are based upon her professional and classroom experiences; the Harvard report, brilliantly guided by Drs. Austin and Morrison, assembles the data, point by point, that reflect the quality of the teaching experiences, the nature of the programing difficulties, and the need for research and improvement.

It is always open season on the "basal readers," that tasteless infant food which the children somehow survive, as we did, to become adults with some skill at managing the messages on the printed page. There is a defensible rationale for their use, but their vapidity is not built into it. Once a decision is made to "meter-out" the little, easily learned words one is caught in the trap of a restricted vocabulary, but, as Dr. Gans notes and deplores (and she is not alone in this):

> The inclusion of Anglo-Saxon, prim, well-groomed children only and no Negroes is frequently mentioned, as well as the exclusive use of children and family situations typifying our middle- to upper-class economic life.

The content of these beginning books rarely reflects the changes, social and otherwise, that have come upon us in the past half-century, nor do they account for the deepening psychological insights and our more sensitive social conscience.

The Austin-Morrison book reports that ". . . in fact, for many teachers, it would be unthinkable and impossible to teach without them (the basal readers)." Yet the authors of *The First R* also point out that:

> Regardless of the degree of use of the basals, many of the teachers and administrators interviewed during the field study were highly critical of the content of most series.

The books are felt to stifle creativity, do not provide for individual differences, and often force the questionable educational practice of having whole classes work on the same page at the same time.

Far better than the basal reader approach to the teaching of reading is that of "individualized instruction." This is an approach whereby young children are guided from the beginning to select from books and other materials that which interests them and for the teacher to "meet the variation of ability among readers by a personally guided program." The Harvard report found that only a tiny minority of the schools examined were using an individualized reading program and that many administrators who were opposed to it did not understand it very well. It is an approach that for the present is considered by many such administrators to be the domain of the master teacher in a well-favored community but to be self-defeating and economically unattainable in most public schools. Dr. Gans would suggest that such is not the situation at all. It is both possible and desirable to prepare teachers to function in this more creative and, for the children, more rewarding way.

Both books close with a list of recommendations. The Harvard report offers forty-five. As its authors admit, most of them are not new, but all of them are worthy of consideration: more effective teacher preparation, better utilization

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of reading specialists, more effective in-service training, and, above all, a marked improvement in the quality of research in reading and related areas. Noting that approximately one-fourth of the school systems sampled do not have kindergarten programs, it was recommended "that all systems establish such programs in which appropriate reading activities be initiated for those children who are already reading and for those who appear to be ready to begin . . ."

It is further recommended "that the emphasis in the beginning and continuing reading programs be placed upon the concept that understanding the meaning of the printed passage and not mere word-calling constitutes reading."

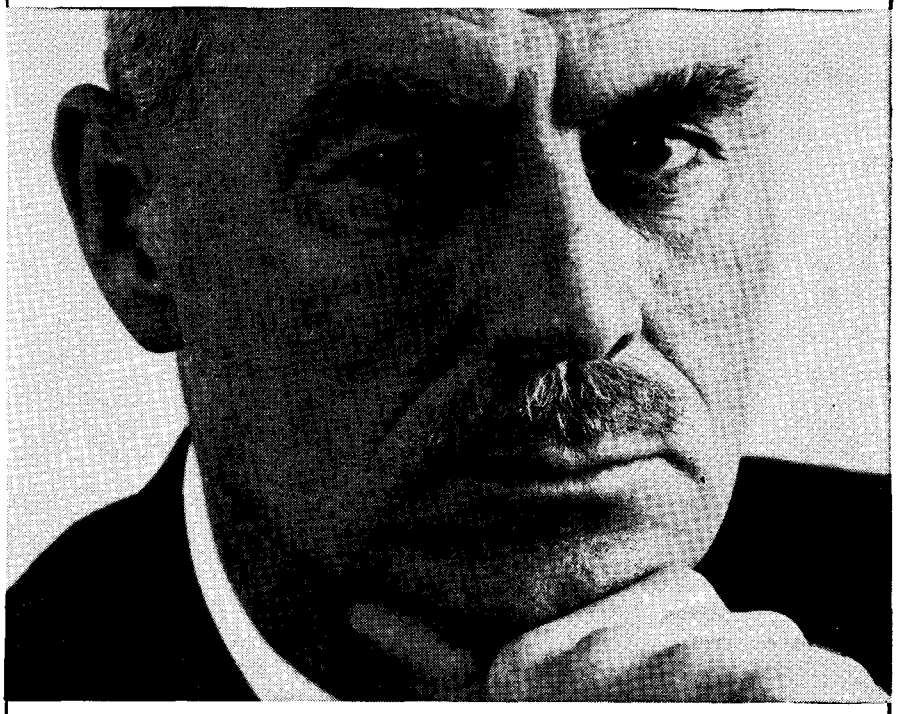
It is also recommended that "publishers of basal books, in conjunction with a research group such as a National Conference of Research in English, make an extensive examination and re-evaluation of the contents of such books; and if there is evidence supporting a need for change, modifications of their materials and suggested procedures should be made in keeping with the results of the study."

The Harvard report contains many recommendations that deserve careful consideration, and some that will cause welcome controversy, such as the need for a well-equipped reading center available to every school, the use of teacher aides, the keeping of comprehensive reading records throughout the child's school career, and even a suggestion that the National Education Defense Act be amended "so that provision is made for the federal government to subsidize increased salaries for teachers."

Dr. Gans's requests are more modest but probably as far-reaching. She wants research in the controlled vocabulary. She suggests that the notion that words that appear most often in books and periodicals are most easy to learn is "a good example of crooked thinking." She wants the following questions examined: "Should first books be teaching-how-to-read books? Should the entire beginning reading process be re-examined? What is the relation of teaching methods to reading independence?" What about controversy and discussion? What about censorship? Dr. Gans insists that "A teacher must be ready to help boys and girls deal with conflicting points of view."

Both of these books mark a distinct shift away from the name-calling that has plagued discussion about reading in the past decade. *The First R* is a necessity for all who want to know what the dimensions of the problems are. *Common Sense in Teaching Reading* will help the torchbearers learn where to shed their light.

but what do the teachers think?



SCHOOLS FOR THE 60's

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Racial Identity

Continued from page 57

New Orleans who did have Negro dolls, but she kept them carefully segregated from her white dolls, and their separate careers were well established in her mind, the white mistress and the Negro servant, the white "bossman" and the Negro employee.

Such knowledge is obviously acquired from many sources, but most particularly and ironically, from the child's own parents. Negro parents are firm and abiding segregationists, and one of their chief tasks—or compulsions—is the necessary communication of a wide range of segregationist convictions to their young children. Yes, the segregationists are right, laws will not by themselves change human attitudes. But laws are extremely influential in determining them, and each of the children I have studied can recall his or her childhood encounter with the law and its meaning. "I just know I can't go there," a girl told me, and how she *came* to know her city's local ordinance involved spankings and threats not from her city or its police or judges, but from her mother, and especially from her father. "I had to drive it into her," he explained to me, "so I just did what you have to do and licked her until she knew." Older Negro youths recall such experiences in fleeting seconds when long hours of "civilizing" events are condensed in particular memories.

The outside world enforces its truths, the hopes and denials implied in its laws, through the sanctions of parents upon children. Or, put more bluntly by a Negro mother, "You have to let them know before they go out of their own backyard." At his peril the Negro child leaves his home for school if he has not learned where he can sit, or what he cannot do when he gets hungry or thirsty. At five, just as surely as at 15 or 25, he must know his "place." In fact, at five his awareness of this "place" is freshest. At fifteen these early perceptions have become reflexes, no longer even noticed, but merely used as the basis for some such formulation as this: "If I am in fact of law and custom restricted and proscribed, my worth is doubtful, my nature suspect."

Shame is not, however, the only response to being set apart and called "special" in a critical or condescending manner. Anger and a secret or open desire for vengeance may also develop. It takes a long time for some of this concealed rage to unfold itself with consistent lack of guarding. For instance, a boy of seven whom I had known for almost two years, himself a Negro, always drew Negroes without eyes or a mouth. Whites were carefully drawn. They were portrayed as capable of seeing and speaking. Negroes were defective, not free to use whatever inheritance nature had foolishly squandered upon them. One day the boy crossed out with a random stroke of the black crayon a white man he'd drawn just a moment before. He looked quickly and nervously at me, then he told me he didn't "mean" it. Of course he did, and of course it was necessary for him and me to have this matter out, so that he could learn that at least in this case it was possible for his feelings to be understood without fear or punishment; and, just as important, so that I could learn that he was not a placid child, unconcerned with matters of race, unafraid and satisfied with his lot. I suspect that our relationship, his and mine, had a wider educational relevance than either of us may have imagined. In our last meeting, the boy's voice recorded on tape this question, "Do you think the colored would be wiped out if we fought the white or can we beat them?" He saw me hesitate. The only reply I could make was my conviction that if it came to a physical fight there would be no winners or losers. Our chief hope, I went on to say, was that in place of a fight both whites and Negroes might grope toward an understanding of one another's feelings, in sketches, in quiet talks, and in play.

EASIER to find than deeper, prohibited hates are fears—though the two are closely connected. We hate what we fear, and our irrational fears bespeak a variety of hates. All our young Negro children studied have realized and expressed their sense of isolation, loneliness and vulnerability. Little Ruby will not only draw, but talk about her productions, and it is very important to hear from the mouth of this child what is *happening* in those pictures which represent her world. The drawing (page 57) is only the beginning of communication with her. She had been asked to picture her school, and she followed her work with the explanation that it was true that it was cloudy outside today, but she wanted it to be sunny the next day; and so she had tried hard to make it a pleasant day on paper. "It's so good out that the birds have come and one of them is even getting some crumbs from the school children." She had no more to add, but I knew she liked to draw birds, and I remembered other drawings in which she had pictured blue jays and cardinals, with a few blackbirds or larger crows interspersed, though they were always shown closer to the ground, lower in height or elevation. Now one of them was going to the Frantz School and the girl hoped the weather would clear.

With older children it is different: They do not draw their impulsive moments of truth, but in anticipation of growing up respond to the world with a whole set of postures and "roles" which tell us something of what they feel. Moreover their responses are more directly their own. When a white boy of sixteen says, "I don't like them" he is not simply obeying his parents, or accepting their feelings as his. Instead, he is making his own commitment. Six months later the same boy found the one Negro at his school "a good fellow." It was clearly his own life and experience which enabled him to make this exception. Eighteen months later he saw Negroes on his city's streets with compassion and he was troubled by how careful they had to be in doing many things he took for granted. That year and a half was a period when he himself was in the midst of growing, of feeling self-conscious and shy, uncertain about himself and what others thought of him. Out of his own life he could feel what a fellow student suffered, even if the fellow student was a Negro. His parents had given him his inheritance of their segregationist sentiments, but the very process of growing up was also his inheritance, and each generation has its own troubles and pleasures, and its own intense and newly discovered reality.

We see then that events in desegregation faithfully echo the various stages of human development. A Negro will often be a playmate to a white child of six because of the age they share with one another and in spite of the white child's knowledge of what his parents think about integration. Similarly, a Negro of seventeen will often emerge in the mind of a white classmate as a companion in trial and confusion despite the white youth's past opinions on race. Their age has generated its own feelings and convictions.

IT IS also very important to see how these private concerns merge imperceptibly into public ones. We are what we think and feel, and what we have been reared to think and feel. Yet, not just our families and their traditions affect us, but the whole world and its timely questions. School children share our dreams of landing on distant planets, or defying an assortment of assumptions about time and distance once conceived to be permanent. What were priorities of belief to our parents seem quaint to us today, or, in a white boy's comment to me: "Atlanta and Boston probably used to be the ends of the earth for people in the Civil War

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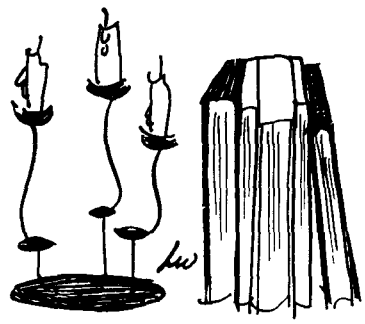
days, but when you're in orbit they look so close they could be in the same sandwich." We may know such facts, but we often forget the fact of their emotional significance in the lives of our children.

Negro children, too, must face the conflict of generations, the differences between their own possibilities and those hitherto known by their elders. Children who have learned to fear an oppressive white world are unlikely to receive consistent encouragement to see its changing nature from those very adults who taught them what they themselves all too accurately knew out of their own past experiences. Many older Negro children have fought not only reluctant school boards and brooding white classmates for their new recognition, but their own parents' fears and prohibitions as well. Many younger Negro children have been sent to white schools by parents who were determined and angry, but far from hopeful that their child would have an easy time of it. These parents have frequently learned to their own surpirse that the segregationists are indeed right: it is dangerous to allow young children to study and play close to one another. Such a policy leads to flagrant friendships, to letters and numbers learned and rehearsed together, to ropes jumped and tag played and color forgotten. "It's hard for me to believe," said a Negro mother to me, and she went on to say, "we sent her there because we felt someone had to do it, and it couldn't be worse than the way it is already for us; but we never expected for our Leona to have frineds from those kids." Such expressions were virtually repeated word for word to me by an Atlanta mother whose adolescent boy had defied her wishes: "His daddy and I both opposed his going through this, because we know what it's like to be a Negro, and the one thing we hoped for was to spare him the worst of it. But he's getting through it, and I suppose it's his life." In saying this she could scarcely have known how much her son's life had become part of our history.

The lives of many of the most passionate segregationists are also part of our nation's history. A majority of the white South would vote to oppose desegregation—they would also vote to oppose disorder on the streets—but only a few would give as much of their emotional energy and, ironically, their constant attention to the Negro and his containment as has a certain young lady of fifteen who lives in Atlanta. She is a bright, fair haired girl with a beautiful voice who sings regularly in church. In her heart she despises Negroes as lawless, reckless people whose promiscuity threatens her clear virtue. Their bodies, infected and soiled in her various fantasies, condition her actions—she always had to keep her distance from them—but also in a strange way they command her continual interest. ("They can't keep their eyes off us," one Negro girl said to describe the dedicated preoccupation of some of her classmates.)

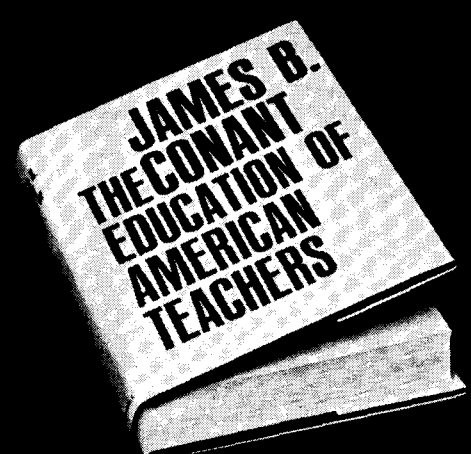
AFTER two years with a Negro girl whose interest in music and religion were remarkably similar to her own, this white girl had not changed her convictions one bit. But if her racial beliefs were unaltered, she could not wipe away the persuasive influence of countless hours spent in the Negro girl's company at school. "It's coming, I know, and we can take a few of them like we did, but it can't get massive. One or two are like an innoculation, don't you think?" Replying to her medical imagery, I told her that by her own descriptions she had survived fairly well. I knew that she still was telling me that she disliked "them," even though she could hardly fear a girl who had clearly done her no harm. In short, she felt in some fashion healthier now. Negroes might still represent a disease for her, but she was now immune, or somewhat immune to its infection, or



to whatever dangers this dark affliction evoked in her thinking.

While these children, white and Negro alike, have walked with their past lives to those embattled schools, they have in a sense begun to construct a future for themselves and for their generation. They have studied one another as well as their books, and they have not always learned the right answers from either. We send our young to school in some old and idealistic hope that they will learn the laws of the universe, learn to distinguish between facts and illusions, and thus become more able to comprehend the world honestly, openly and above all with no deadening sense of finality. These children have made a beginning in realizing part of this hope, and that, I suppose, is what education is about.

"The opening of a national debate"



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Strikes, Sanctions, and the Schools

Continued from page 55

summer. The UEA had asked the NEA to invoke national sanctions against Utah, and this raised a very real question whether the schools would reopen in September. In response to the UEA's request for national sanctions, the NEA sent a fact-finding team from its Commission on Professional Rights and Responsibilities into Utah to study the controversy. Members of the team found Governor Clyde adamant. He told them that the issue had ceased to be school finance and had become a question of "whether the state shall remain sovereign or be dictated to by an organized group."

The Utah School Boards Association, caught squarely in the middle of the controversy, now parted company with the Utah Education Association on the matter of sanctions. W. Dean Belnap, president of the USBA, said in July that while his group still supported the original CAPS proposal, "we have a divergence of feeling regarding the nature of the pressure which should be brought to bear on the governor and the legislature in the solution of financial problems in Utah. We cannot think compatibly with the strong sanctions they (the teachers) have taken." The National School Boards Association, at its annual convention, went on record in support of its Utah affiliate.

When the NEA convention opened in Detroit on June 30, the Utah controversy was the principal topic of conversation among delegates, and it also was one of the most important items on the convention agenda, because it appeared that the NEA's policy on "sanctions," adopted the year before, was about to face its first real test. (At the 1962 convention in Denver, the NEA's delegate assembly had passed a resolution calling for the use of sanctions "as a means for preventing unethical or arbitrary policies or practices that have a deleterious effect on the welfare of the schools," and asking affiliated state associations "to cooperate in developing guidelines which would define, organize, and definitely specify procedural steps for invoking sanctions by the teaching profession." During the ensuing year, the staff of the NEA's Commission on Professional Rights and Responsibilities, working with representatives of the state associations, had framed a tentative set of guidelines, but many of the delegates arrived in Detroit without a clear understanding of the precise nature of sanctions or the procedural steps for invoking them. They did know, however, that the teachers of Utah had voted to withhold their contracts and to ask the NEA to invoke sanctions.)

The NEA convention opened on Sunday, June 30, and the following morning reporters covering the event were invited to a press conference at which the Utah controversy was to be discussed by Mr. Evans, executive secretary of the UEA, and William G. Carr, executive secretary of the NEA. At the conference, the reporters were given three press releases. The first, issued by the UEA, reminded the reporters that the UEA had asked the NEA to invoke sanctions against Utah, and then went on to express cautious optimism regarding Governor Clyde's study committee. "The Utah Education Association hails this first step toward solving the Utah school crisis," the release said. "If the views and interests of Utah teachers are given due consideration, the Governor's school study committee may be able to effect a settlement of the controversy." To most of the reporters, this was the first inkling that the UEA's attitude had softened. The second release, issued by the Executive Committee of the NEA, said that "vigorous efforts" were being made "by the responsible parties" to resolve the impasse, and that "pending the outcome of these efforts, the National Education Association withholds judgment concerning the application of national sanctions." The UEA had received its answer on the first business day of the convention, before there had been any discussion of the Utah controversy on the convention floor. The third press release, issued by the UEA, said:

> The President and Executive Secretary of the Utah Education Association agree that no useful purpose would be served by imposing national sanctions against the State of Utah while current negotiations for settlement are in progress.
>
> However, the NEA Executive Committee will be asked to impose national sanctions immediately if present negotiations fail to result in a satisfactory resolution of the Utah school controversy.

In response to a question at the press conference, Mr. Evans offered another piece of news: "If the makeup of the Governor's study committee is favorable, and if it is properly charged, then the trustees of UEA will recommend that teachers sign new contracts."

Unaware of what was transpiring at the press conference, the representative assembly of the Department of Classroom Teachers, which embraces most of the NEA membership, was in session at the Cobo Hall Arena, principal meeting hall of the convention. When the reporters arrived at the Arena, the Utah controversy was under discussion. It was immediately apparent that the rank and file of the NEA membership were in a much more militant mood than the NEA executive committee or the officers of the Utah Education Association. Brushing aside the plea of its representative on the NEA's Commission on Professional Rights and Responsibilities, who had urged "no rash acts or resolutions" until the NEA's fact-finding team in Utah made its report, the Department of Classroom Teachers passed by an overwhelming vote a resolution which had grown stronger with each amendment. In its final form it called on the NEA "to do everything possible to assist the teachers of Utah," asked "all local associations to urge their members not to apply for teaching positions in Utah until such time as this condition no longer exists," and called on the NEA "to establish a fund for financial assistance to the teachers of Utah in the event of needs resulting from their efforts to improve the educational program of the state." The Utah delegation got to its feet and applauded vigorously, and a reporter at the press table leaned over to Mrs. Marie L. Caylor, editor of the American Federation of Teachers' publications, and whispered: "This sounds like an AFT convention." Mrs. Caylor smiled appreciatively. (At their annual dinner a few nights later, the classroom teachers took up a collection and raised $3,115 for the Utah fund.)

The Department of Classroom Teachers also passed strongly-worded resolutions on professional negotiations and sanctions. The former asserted that "local professional associations *have* the professional right and *should have* the mandatory legal right" to negotiate with boards of education in the determination of policies affecting professional services of teachers," that "local board policies and/or state laws should authorize a means of appeal through designated educational channels to appropriate educational agencies when agreement cannot be reached;" it commended state and local associations that have developed written procedures for professional negotiations, and it urged teachers in states not now recognizing or accepting the idea of professional negotiations "to press for legislation to legalize such procedures." The resolution on sanctions asserted that "the profession must establish and enforce sanctions to protect the rights and responsibilities of its members and to insure a consistent and favorable learning climate," and, among other things, urged the NEA "to continue to give leadership in refining guidelines for the

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establishment and enforcement of such professional sanctions."

Although the Department of Classroom Teachers embraces more than 90 per cent of the NEA membership, it does not speak for the entire NEA. The resolution on Utah which the full representative assembly of the NEA subsequently adopted in Detroit was considerably milder than the one adopted by the classroom teachers, and said nothing about urging teachers not to accept positions in Utah. However, it did authorize a loan fund (later set at $500,000) for the financial assistance of the Utah Education Association, to be used in the event of failure to resolve the impasse. The decision of the full Representative Assembly not to vote sanctions against Utah was generally interpreted as a victory for the NEA's Executive Committee.

The Utah delegates returned home from Detroit with mixed feelings. They had received enthusiastic support from the Department of Classroom Teachers, but their request for national sanctions had been turned down and this weakened their bargaining position with the governor. During the summer, a special effort to mediate the impasse was made. Dr. O. Preston Robinson, general manager and editor of the Deseret *News and Telegram*, finally brought the adversaries together after what one observer described as "many, many hours of painstaking and sometimes frustrating behind-the-scenes negotiations." Also involved in these negotiations (which received very little publicity) was Dr. Carr, the NEA executive secretary.

On August 3, the UEA met again in special session, this time in Provo, and voted 4,586 to 1,148 to resume contract negotiations for the new school year. One of the factors in the decision was an agreement that the UEA would participate in recommending citizens for appointment to the governor's study committee. On August 9 the governor instructed the committee to prepare, in addition to its final report, an interim report, "early enough so that if this report should indicate to me that emergency action is needed, such action could be taken before the start of the 1964-65 school year."

Strictly speaking, the UEA vote ended the state-wide impasse and returned negotiations to the local level. In some instances, however, especially in Salt Lake City and the suburban Granite district, where the teachers were particularly militant, the negotiations were touch and go for a while and it appeared that the state impasse had become a local impasse. UEA locals in these districts eventually won additional recognition from the boards of education. The boards recognized the right of teachers to join (or not to join) professional associations, accepted the right of these organizations to represent their members in negotiations with the board, and set up joint committees of teachers and board members to study "problems of mutual concern" and to make recommendations to the boards. The boards did not agree to be bound by these recommendations.

THE concensus among Utah observers who followed the controversy but were not involved on either side is that most teachers were relieved that the impasse was resolved, particularly since they received their largest salary increase in many years. But, as one observer pointed out, the large negative vote at Provo indicated quite clearly that a significant minority was not happy with the settlement. "The controversy could rise again in the spring," he told *SR*, "if the study committee should recommend something less than the teachers will accept or if the governor should choose not to follow the committee's recommendations." Another Utahn went further in his comments to *SR*. "My personal opinion," he said, "is that the militants in the UEA were motivated by a single desire—to show their power to the state by delaying the start of school by a month, a week, or even by only a day. They controlled the UEA power structure and were not defeated until the entire membership was given a chance to vote on acceptance of the governor's proposal. Quiescent now, they are hopefully waiting an unsatisfactory report by the governor's study committee."

Although the Utah controversy ended a month before the schools were scheduled to reopen, the situation in New York City was different. As one wag put it: "The United Federation of Teachers stood eyeball to eyeball with the Board of Education all through the summer, and at the eleventh hour it was the mayor who blinked."

This description of the New York City controversy may have been somewhat irreverent, but it wasn't completely inaccurate. The New York teachers held out in defiance of state law and a court injunction, until the afternoon of the day before the schools were scheduled to reopen. Then they accepted, with jubilant cries of "We won!" settlement terms which clearly indicated that they had not surrendered.

In their negotiations for a two-year contract, they had demanded salary increases totalling $9 million for the 1963-64 school year, and another increase of $20 million for 1964-65. They had also demanded smaller classes, "total improvement" in New York City's "difficult" schools, additional remedial and other services in all schools, additional teacher time during the school day for lesson preparation, and improvements in the machinery for handling teacher grievances. The Board of Education had flatly refused to grant any salary increase for 1963-64, on the ground that the New York teachers had won a $750 increase last year (largest in the history of New York City) and on the further ground that "drastic" cuts in its budget had forced the board to cut back or eliminate desperately-needed school improvements which, in the board's view, had priority over salary increases. "Faced with this critical situation," said Board Chairman Max J. Rubin in a radio-television address on July 31, "the Board was and is convinced that for this year, weighing the direct educational needs of the children against further salary increases, we have no right to divert funds from these urgent educational needs in order to provide for higher salaries." The Board did agree, however, to set aside 25 per cent

NSBA's POSITION

"The authority of the board of education is established by law and this authority may not be delegated to others. Strikes, sanctions, boycotts, mandated arbitration or mediation are improper procedures to be used by public school employees who are dissatisfied with their conditions of employment."

* * *

"School boards, subject to the requirements of applicable law, shall refrain from compromise agreements based on negotiation or collective bargaining, and shall not resort to mediation or arbitration, nor yield to threats of reprisal on all matters affecting local public schools, including the welfare of all personnel. They shall also resist by all lawful means the enactment of laws which would compel them to surrender any part of their responsibility."

—From a policy statement adopted by the delegate assembly of the National School Boards Association at the NSBA convention, April 27-30, 1963.

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of whatever increase in school funds it might obtain next year and apply this to salary increases for 1964-65. "We can only deal in percentages," Mr. Rubin pointed out, "because we do not know now how much money will be appropriated by the City and the State to the school system." With respect to the union's other major demands, the Board took the position that many of them involved educational policy or administrative discretion, and that while it was willing to *discuss* them with the union it was not prepared to *negotiate* them in the collective bargaining sense, because this would be an abdication of its legal authority to operate the schools. The union insisted, on the other hand, that "anything that relates to working conditions in the broad sense is negotiable."

The 47th annual convention of the American Federation of Teachers was held in New York at the height of the school controversy, and it was evident throughout the proceedings that the AFT was not only proud of its New York local, but willing to back it to the hilt. AFT President Carl J. Megel announced that AFT membership had increased by more than 11,000 in the preceding year, and he said that most of the increase had occurred in New York, where the UFT now claims more than 20,000 members out of a total teaching force of 43,000. (The NEA has less than 1,500 members in New York.) Harry Van Arsdale, president of the New York Central Labor Council, brought greetings from the New York City labor unions and added: "We're very proud of the UFT and Charles Cogen. They have helped us with many of our problems, and you can be sure we are going to help them with theirs." He also reminded the delegates that Mayor Wagner has often described New York as "a good union town," and he said he hoped the mayor would appear at the convention "so we can hear it from him again." (The mayor was invited to address the opening session of the convention, and his name was listed on the program, but official business required his presence elsewhere.)

Raymond R. Corbett, president of the New York State AFL-CIO, also was a speaker at the opening session. He denounced the state's Condon-Wadlin law, which prohibits strikes by public employees, as "a repressive, discriminatory and punitive measure," and pledged that the State AFL-CIO "will not rest until this infamous piece of legislation is scrapped from our statute books." He also had harsh words for what he called "the perennial shadow-boxing between city hall and Albany" over school finance. "It has sometimes served as a diverting and diversionary circus which the people regarded with indulgence, disdain, and indifference," he said. "But suddenly it has ceased to be amusing and may become a deadly serious matter if labor's just and hallowed 'no contract, no work' principle is put into effect on September 9."

Bearing a message from the national headquarters of the AFL-CIO was Nicholas Zonarich of the AFL-CIO's powerful Industrial Union Department, headed by Walter Reuther. The IUD, which has more than six million members and is spearheading the AFL-CIO's vigorous efforts to organize the nation's "white collar" workers, has been actively assisting the American Federation of Teachers in its organizing drive, and has been especially helpful to the United Federation of Teachers in New York. (The IUD sees in the "white collar" workers the new frontier in union organization because their number is growing rapidly with the advance of technology and because up until recently they had not received as much attention from union organizers as have "blue collar" workers, whose number in the total labor force has been dwindling.) Mr. Zonarich also had words of praise for Mr. Cogen and the UFT. He said the New York teachers had given inspiration to the teachers in Gary, Boston, Philadelphia, and other cities, and he pledged the IUD's "full support" to the UFT in its dispute with the New York City Board of Education.

AT THE closing session, the AFT delegates passed a resolution strongly supporting the UFT, and voted to send copies to Governor Rockefeller, Mayor Wagner, and United States Senator Jacob K. Javits of New York. (Senator Javits, in an address to the delegates on the preceding evening, had expressed sympathy with the aims of the New York teachers and had applauded their militancy "wholeheartedly," but he also had reminded them that "a state law remains on the books which makes strike action by government employees illegal and therefore not part of (the) democratic process." He said he therefore favored mediation of the New York dispute.) The delegates also voted to strengthen and clarify the AFT's policy regarding strikes. The previous policy, embodied in a resolution adopted at the 1952 convention, was open to the interpretation that the AFT opposed strikes by its local affiliates. This had caused some consternation among UFT members during and after the one-day strike of 1962. The new policy, adopted at the request of the New York local, says that the AFT recognizes "the right of locals to strike under certain circumstances," and will "urge the AFL-CIO and affiliated international unions to support such strikes when they occur." (The new policy is also ambiguous, because it does not

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spell out the meaning of "certain circumstances," but it apparently was satisfactory to the UFT and to the other locals represented at the convention. In response to a question from the floor, the AFT's general counsel emphasized that the AFT does not claim, and in fact "disdains," the right to strike against the federal government or any of its departments or agencies. This, it was explained, is because all federal employees are required to sign a "no strike" agreement as a condition of employment. The Condon-Wadlin law does not require such pledges by New York state employees, but it does impose severe penalties on those who actually strike. The law was not enforced against UFT members after their one-day strike in 1962, but the New York Board of Education left no doubt in anyone's mind that the law would be enforced in the event of a strike this year. In fact, amendments passed after last year's UFT strike now make enforcement of the law mandatory.)

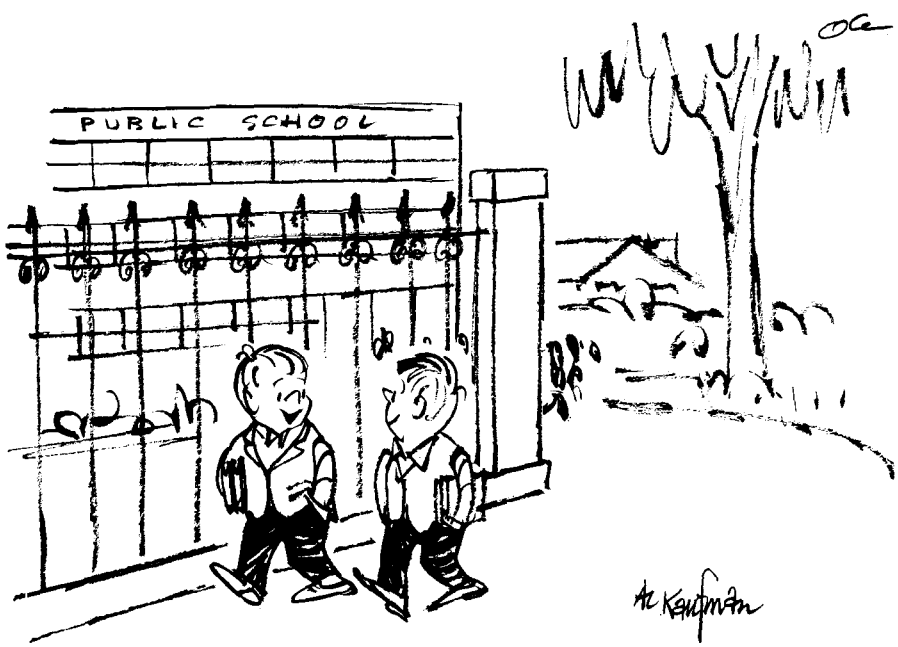
The New York deadlock persisted throughout the summer and into September, with the union giving every indication that it was prepared to carry out its threat to close the schools. At the last minute the mayor appointed a mediation committee to settle the dispute. The action was taken on Friday, September 6, a few hours after the union, at a general membership meeting, had voted 5,219 to 758 to reject the Board's final offer and to strike, as scheduled, on the following Monday morning, the opening day of school. The meeting was held at an outdoor stadium in a driving rain, and the large turnout surprised many observers because on the preceding night the union's delegate assembly had turned down the Board's offer by a vote of 1,500 to seventeen, in defiance of a court order restraining the union and its members from proceeding with their plans for a strike. Charles Cogen, president of the union, had announced that he and other leaders of the union would conduct the strike from jail, if necessary, and the relatively large turnout for the membership meeting was interpreted by union officials as an indication that the members were solidly behind their leaders.

The men the Mayor named to the mediation committee were Theodore W. Kheel, a labor lawyer and impartial chairman of New York City's transit industry; Frank E. Karelsen, a lawyer and vice president of the executive committee of the Public Education Association, an influential citizens' group active in school affairs; and former United States District Judge Simon H. Rifkind, a member of New York City's board of higher education. (It is worth noting at this point that two weeks earlier, in an interview during the AFT convention, Mr. Cogen said that "as a last resort" the union might be willing to submit the dispute to mediation by a group of distinguished citizens acceptable to the union and the Board of Education and, when pressed further, he mentioned Messrs. Kheel, Karelsen, and Rifkind as examples of the type of men he had in mind. The point is made here not because it raises any question about the impartiality of the mediators, but because it supports a view held by some observers that the union's basic strategy was to go to the brink with the Board of Education and then, when the pressure for a settlement became intolerable, rely on the mayor to intervene. The Board was bargaining *after* its budget had been fixed, so that there was a limit to what it could offer. The union realized this, and there are reasons to believe that this was a factor in the UFT's unblinking militancy. As Fred Hechinger, education editor of the New York *Times*, observed a week after the settlement: "The temptation is to keep saying 'No' until the politicians, anxious not to invoke anti-strike laws, rush in the mediating Marines at the last minute to offer more than the board did—not because the board hates teachers but because it has no money of its own." It is not unreasonable to assume that the union this year may have remembered what happened last year, when, after its one-day strike, Mayor Wagner and Governor Rockefeller "found" an extra $13 million for salary increases.)

The delicate task of the mediators was to arrive at a compromise that would avert the threatened strike without undermining the Board's authority, and to persuade the union and the Board to accept the terms within less than seventy-two hours. At 4:30 Sunday afternoon, after nearly two days of almost continuous mediation, Mr. Rifkind, speaking for the Mayor's committee, announced at a news conference: "Gentlemen, the marathon is over." The compromise proposed by the mediators received the unanimous approval of the Board of Education, and the union ratified it that night by a vote of 5,265 to 181.

Under the terms of the contract, New York teachers will receive more than $24 million in salary increases over the next two years, which is about twice the amount the Board of Education had offered. The increases will average about $580 per teacher, and most of that will come in the second year. But there will be a token increase effective in April, and this was regarded as a key factor in the settlement, because it enabled the union to claim it had won a salary increase "now," without increasing the Board's budget. (The April increase will not require any "new money," because the total amount is so small that the Board can pay it by reshuffling items in its current $600 million budget.) The maximum salary next year will be $11,025 as compared to the present $10,445.

In addition to the salary increases, the agreement provides for many of the other things the union had sought, and it also gives the union the right to participate in the determination of school policy. UFT officials will meet once a month with Superintendent Gross to discuss problems of mutual concern, and chapter chairmen of the union will hold similar meetings with school principals. How this arrangement will work out remains to be seen, but Mr. Gross, whom the union came to respect as a tough but fair bargainer, has left little



"I like the teaching machine . . . it squeaks."

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doubt about his attitude toward these discussions. He welcomes them, and he sees in them an opportunity to bring the teachers into the continuing search for solutions to the massive problems confronting the New York City schools. In a radio interview on September 15, a week after the impasse had ended, he revealed that it was he, and not the union leaders, who had put forth the idea of holding monthly consultations with union representatives. During the course of the negotiations, he said, "it became quite clear to me that there are genuine aspirations for professional contributions to the school system—the kind of contributions the teachers make in any professional organization worth its salt, to any school system that wants to get somewhere, and I welcome this." He made it clear, however, that neither he nor the Board of Education is abdicating any responsibility under the new arrangement. "The Board of Education will continue to run the schools," he said, "and I work for the Board of Education."

The New York contract also includes the same "no-strike" clause that was written into the 1962 agreement at the insistence of the Board of Education. The UFT had demanded its deletion. (See box on page 54.)

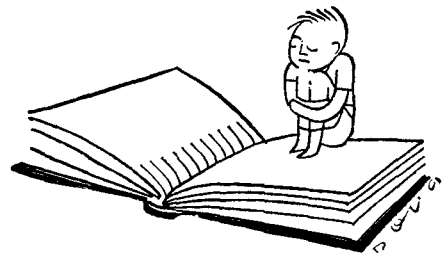
What conclusions can be drawn from the Utah and New York controversies? What implications for the future seem to emerge from them, and from the power struggle being waged between the NEA and the AFT? How will the power struggle, and the new militancy of teachers, affect the nation's schools?

These are large questions, and there are no easy answers, but at the risk of over-simplification it is possible to set down a few impressions one gets from studying the two conflicts:

• There is little doubt that teachers are increasingly conscious of their growing power, whether it flows from membership in a professional association or a labor union, and that they are prepared to exercise it to obtain what they regard as legitimate goals. (A woman teacher in Utah expressed it this way: "How can teachers prove that they can act with power until they actually have used power? Until then we have only a phantom power." The union view was summed up succinctly by Raymond R. Corbett, president of the New York State AFL-CIO, in his address at the opening session of the AFT convention: "We are traditionally and philosophically committed to the principle that all employees must be permitted to band together to bring balanced strength to the collective bargaining table. We believe that collective bargaining turns into collective begging if the basic right to strike granted to every free worker is taken away from him.")

• Professional negotiations and collective bargaining have the same basic aim—written agreements between teacher organizations and school boards regarding salaries and other matters of mutual concern (including some degree of participation in the determination of school policy, which up until recently has been regarded as the sole province of the school board). But there is an important distinction between negotiating with a school board and negotiating with an employer in private industry. The essence of this distinction is that the school board is a *public* body and the teachers are *public* employees, and the *public* interest should be paramount—whether the discussions are called "collective bargaining" or "professional negotiations." (It is undoubtedly true that "professional negotiations" are by nature more polite than collective bargaining procedures. NEA negotiators usually regard the superintendent as a professional colleague, since most superintendents belong to the NEA. The AFT, on the other hand, does not admit superintendents to membership because they have the authority to hire and fire. This fact, in the AFT view, makes the superintendent an agent of management and therefore somewhat of an adversary at the bargaining table. However, there do not appear to be any compelling reasons why, in both types of negotiating procedures, a mutually satisfactory agreement cannot be reached by teachers and school boards if both sides negotiate in good faith.)

• Sanctions have the same net effect as strikes. Or, to put it another way, when teachers vote to withhold their contracts and to urge other teachers not to man their positions, the result is the same as when teachers vote to strike and throw up a picket line to keep other teachers out of the classroom. Here there was a distinction between the Utah and New York controversies,



because the action of the Utah teachers did not constitute a threat to violate the law and the action of the New York teachers did, but one cannot escape the conclusion that in both instances the school children would have been the ultimate losers if the threat had been carried out. (William G. Carr, executive secretary of the NEA, expressed some concern about the public's reaction to sanctions in his remarks to the NEA convention. He warned the delegates that the effectiveness of sanctions would be impaired if they were invoked for "trivial and transitory reasons.")

• The power struggle between the NEA and the AFT will continue, and it will be waged with greatest intensity in the large cities, where the NEA is admittedly weak and the AFT has the benefit of a traditional urban sympathy with the aims of organized labor. It is in the urban areas, therefore, where teacher militancy is likely to be most pronounced and where school boards already burdened by a whole host of problems peculiar to big-city school districts are likely to find themselves with the additional headaches that professional negotiations or collective bargaining involve. (In New York, in addition to the threat of a teacher strike, the Board also had to contend with a threatened boycott of the schools by Negro parents protesting *de facto* segregation. This, too, was called off before it materialized, but Superintendent Gross was kept busy during the summer dashing from one kind of bargaining conference to another.)

To sum up, teachers are making it increasingly clear that they want a voice in school affairs and that they are willing to fight for their rights, if necessary. This means that stubborn school boards will find it increasingly difficult to run the schools by unilateral action, and that ignoring the legitimate demands of teachers will increasingly involve some peril. But the new power the teachers are coming to exercise also carries with it grave responsibilities. Superintendent Gross left with the American Federation of Teachers another admonition which applies with equal force to teachers everywhere: "You are now a power in American education, and you are obliged to use your capacities to build, and not to destroy."

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pleasing manner from any one reader's point of view.

Such disappointments as this reader felt are minor, especially if the true intent of the volume and the nature of the process that produced it are taken into account. The disappointments come principally from what seem to me to be the all too frequent disclaimers of choosing between alternative courses and from what I believe I detect to be a residual note of reserve and skittishness about academic scholars invading the pre-college curriculum development field.

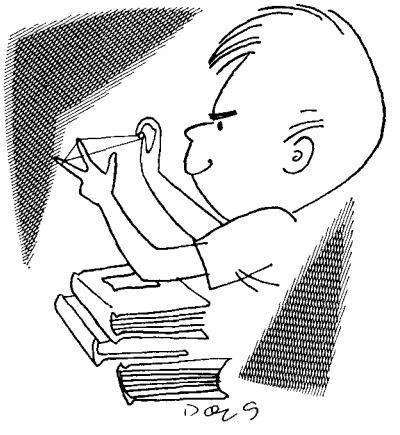
AN example of the first of these is the treatment of the issue of deciding what to include in and what to exclude from the school curriculum. This is becoming an ever more pressing issue as we try to adjust to demands of increased specialization in our complex society and to pressures from the explosion of knowledge. The relevant recommendation lists several "priorities," ranging from the teaching of "ways of creative and disciplined thinking" to "instruction in . . . physical education" without establishing any *order* of priority. It also states that "the decision to include or exclude particular school subjects or outside-of-class activities should be based on: (1) the priorities assigned to the school and to other agencies; (2) data about learners and society, and developments in the academic disciplines; (3) the human and material resources available in the school and community." These are rather indistinct as guidelines and uncertain as criteria for actual decision making. The discussion accompanying the recommendation does little to sharpen and strengthen it.

One wishes that at least a few specific include-or-exclude decisions had been indicated, if only on relatively safe alternative choices, in order to illustrate application of the generalized statement. For instance, cannot the profession yet arrive at a "sense of the meeting" on whether driver training belongs in the schools? And, if leaders of the profession cannot do so by the Project on Instruction's elaborate methodology, can the local school official be expected to do other than to bend with the stronger pressure in deciding whether to include or exclude? What real help do these criteria give him in answering: "What, then, should be included in the school program? What should be excluded from it?" These are questions specifically posed by the Project for itself but not very helpfully treated.

The second disappointment this reader felt—that having to do with a residual skittishness toward the academic scholar's intrusion into the pre-college curriculum development field—occurred in reading the discussion of the recommendation on "Keeping content up-to-date." Neither there nor elsewhere in the report is any reservation stated explicity, it must be admitted. However, an undertone of reserve, I believe, is detectable and that is enough to cause some concern and disappointment.

The collaboration of academic scholars and members of the education profession has to be continuous, intimate, and unconstrained by hidden fears, if the school curriculum is to be kept reasonably in line with the rapidly advancing frontiers of knowledge. We simply cannot tolerate any longer the time lag involved in waiting for what is new to filter through school of education programs to the next generation of teachers and thence into the public schools. This is recognized elsewhere in the report, particularly in the statements regarding nationally oriented curriculum development groups where "scholars in the academic fields and the teaching profession should be involved . . . ," and again in the emphasis given to university-school collaboration on research and experimentation. However, the collaboration has to be extended quite widely into the local school setting itself, not confined to nationally oriented groups or to sporadic demonstrations here and there. There have been enough demonstrations of the feasibility and value of such collaboration in the last several years that one might hope this volume's expression of the profession's consensus would reflect no lingering trace of reserve about it.

THESE disappointments are mild, however, and may be nothing more than personal quibbles. It also may be only a personal reaction, but this reader was especially pleased with the clarity and no-nonsenseness of the statement regarding the teaching for understanding of controversial social issues. The recommendation and discussion stand in pleasant contrast to the more familiar timid qualifications and pablum-like endorsements of efforts to make youngsters good citizens or just plain good.



Similarly pleasing, I find, is the forthright statement distinguishing between objectivity and neutrality in teaching. Many a teacher should find occasion to welcome this statement, not simply because recourse can be had to its clear exposition of a distinction the harassed individual may have difficulty expressing, but because it evidences the fact of the profession's consensus on the validity of the distinction and the positive value of personal commitment on the part of children's mentors.

Such qualities in the statements are the more gratifying when the method by which they were arrived at is considered. The process was not unlike that by which a political party's platform is produced. Interested groups and individuals first were surveyed, seeking identification of important issues. The Project's fourteen-member national committee, composed of teachers, administrators and university professors, selected the issues on which the Project would focus its attention. Seminars were conducted with noted scholars in the various disciplines participating. Specialists in various aspects of child growth and development were commissioned to prepare working papers and hundreds of practicing educators had opportunity to react at various stages of the Project. Curriculum development projects around the country were inventoried and school principals participated in a status study of selected instructional practices. Preparation of the three supporting volumes was assigned to writers and, finally, this overview volume was synthesized.

Therefore, that *Schools for the Sixties* is a good deal more than a collection of windy platitudes, compromises, and evasions—such as are to be found in most political party platforms — is a credit to all who contributed to it, to the national committee which guided the Project and most especially, I should think, to the staff directors, Ole Sand and Richard Miller. The sheer logistical problem of bringing off an endeavor of this sort is a formidable one.

From all of this emerges one especially encouraging overall impression. That is that the profession is prepared to accept as a fact of life the need for sustained and accelerated innovation and school improvement, that the profession is set to continue and even step up the pace of its advance not from new sputnik-like shocks but out of new reserves of endurance for the race ahead.

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KINGSLEY DOUBLE-CROSTIC NO. 1541

Reg. U.S. Patent Office

By Doris Nash Wortman

DEFINITIONS

A. Laden.

B. Long established movie star who recently wrote his own early experiences as a real gangster.

C. Diligent.

D. French portrait painter commissioned by Peter the Great (1685-1766).

E. Doglike.

F. First part of a double name for a fine old Italian motorcar, now a sought-for antique.

G. See Word Y.

H. Sea room; the planking of a vessel above the sheer strake.

I. Ornament with raised work.

J. Nickname for Michigan (2 wds.).

K. A delight in joking and diversion (3 wds.).

L. Variance from the usual.

M. The great caloric.

N. Mercenaries with British troops in the Revolutionary War.

O. Flowing forth.

WORDS

45 8 34 180 22 120 113

114 158 69 89

77 103 108 118 61 88 176 204 35

165 65 11 119 83 161 127

139 33 145 43 12 157

154 112 5 32 16 36

71 46 186 128

201 132 52 48 153 9 195 26

3 199 96 87 136 111

23 59 85 29 137 6 190 75 55

66 193 54 101 198 44 95 187 116

114 92 149 100 183 184 163

18 197 93 42 159

79 73 205 191 131 38 155 102

200 4 121 148 115 171 64

DEFINITIONS

P. Soft, whitish limestone formed of shells and corals cemented together naturally, used in S U.S. for roadbeds and building.

Q. Indicating a present situation entered upon, esp. one of special difficulties or embarrassments (3 wds.).

R. Running over the pages of (a book, etc.).

S. Emphatically or absolutely possessed by you (2 wds.).

T. Those following a doctrine opposed to belief in a god or gods.

U. Some of the things Caliban said his isle was "full of" *(The Tempest)*.

V How Benedick addressed his "dear Lady" *(Much Ado)*.

W. Browning, as by heat of the sun or other flame.

X. Where William of Normandy defeated and killed Harold II of England.

Y. Followed by Word G, translation of Queen Elizabeth I's motto (2 wds.).

Z. Gumlike, crystalline compound from an originally Chinese tree.

Z¹. Of similar but not identical sound.

Z². The dovekie *(Alle alle)*.

WORDS

188 138 179 63 31 78 129

170 58 27 62 1 124 140 133 152 49 181 14 192

39 28 97 109 203 173 169 196

202 67 106 19 7 177 60

20 84 68 143 40 189 166 57 117 134 56

150 105 99 146 168 17

126 91 86 51 70 194 25

72 151 147 122 123 24 162 172

82 141 13 182 53 174 156 10

50 167 125 130 81 2 41

30 135 37 160 76 94 107

164 98 90 185 21 110 178 142

74 15 175 47 104 80

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.

1 Q	2 Y	3 I			4 O	5 F	6 J	7 S	8 A	9 H	10 X	11 D			12 E	13 X			14 Q	15 Z²
16 F			17 U	18 M	19 S	20 T	21 Z¹	22 A	23 J	24 W	25 V	26 H			27 Q	28 R	29 J			30 Z
31 P	32 F	33 E			34 A	35 C			36 F		37 Z	38 N	39 R	40 T	41 Y	42 M			43 E	44 K
	45 A	46 G	47 Z²	48 H			49 Q	50 Y			51 V	52 H	53 X	54 K	55 J	56 T			57 T	58 Q
	59 J	60 S	61 C			62 Q	63 P	64 O			65 D		66 K	67 S	68 T			69 B	70 V	71 G
72 W	73 N	74 Z²			75 J	76 Z	77 C	78 P			79 N	80 Z²			81 Y	82 X	83 D	84 T	85 J	86 V
	87 I	88 C	89 B		90 Z¹	91 V	92 L	93 M			94 Z	95 K			96 I	97 R	98 Z¹	99 U	100 L	101 K
102 N	103 C			104 Z²	105 U	106 S	107 Z	108 C			109 R	110 Z¹	111 I		112 F			113 A	114 B	115 O	116 K
117 T	118 C	119 D			120 A	121 O	122 W			123 W	124 Q	125 Y			126 V	127 D	128 G	129 P	130 Y	131 N
132 H	133 Q	134 T			135 Z	136 I	137 J	138 P	139 E	140 Q	141 X	142 Z¹			143 T	144 L	145 E	146 U			147 W
148 O	149 L			150 U	151 W	152 Q	153 H	154 F	155 N	156 X			157 E		158 B	159 M	160 Z	161 D	162 W	163 L
	164 Z¹	165 D			166 T	167 Y	168 U	169 R	170 Q	171 O	172 W				173 R	174 X			175 Z²	176 C	177 S
178 Z¹			179 P	180 A	181 Q	182 X	183 L			184 L	185 Z¹			186 G	187 K	188 P	189 T			190 J	191 N
	192 Q	193 K	194 V	195 H	196 R			197 M	198 K	199 I	200 O				201 H	202 S			203 R	204 C	205 N

Solution of last week's Double-Crostic will be found on page 10 of this issue.

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